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NEW

RUDIMENTS
OF THE
LATIN TONGUE,
PLAIN and SHORT,

IN

The PARTS that are FUNDAMENTAL and
Most NECESSARY for BEGINNERS.

ENLARGED BY

NOTES and EXPLICATIONS for
their IMPROVEMENT, when a little advanced.

WITH

DIRECTIONS in the METHOD of TEACHING, to such as
have little or no Experience in it.

The WHOLE in a very *natural, easy* CONNECTION,
with the REASONS both of Things and their ORDER; so
accommodated to Young Minds, that their UNDER-
STANDING and MEMORY both may receive great Assist-
ance by it.

*Bene consulit reipublicæ, qui operam collocat in literis-promoven-
dis.*

*Quænam vero illa ars est, ubi locus non sit profectui, in docendo
æque ac discendo.*

*Frustra sudabis, exteram quamvis linguam, ne dicam vernaculam,
discendo: nisi firma grammaticæ fundamenta jeceris.*

BY

ALEXANDER MALCOLM, A.M.

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Mr Samuel Longfellow
of Portland, Me.
Theological Student
at Harvard University.
Rec. March 13. 1845



TO

HIS EXCELLENCY

HORATIO SHARPE, Esq.

Governor and Commander in
Chief in and over the Province
of MARYLAND.

S I R,

I Have not presumed to inscribe this
little Work to your *Excellency* because
Dedications are fashionable; or that a
Patron is thought necessary to recom-
mend a Book to the World; for I am
satisfied that it must stand or fall with
Men of Understanding, by its own Me-
rit alone. Far less do I pretend to do
You any Honour by it; but to myself, by
a letting

DEDICATION.

letting the World know that I am greatly indebted to Your generous kind Treatment of me, since Your Accession to this Government. --- *Envy* may call the publishing of this, Vanity; but if a Passion so natural to human Weakness has had any secret hand in it, I can yet sincerely declare, that Gratitude was the only Motive I am clearly conscious of; and if this also must be called Vanity, I desire to be always thought vain.

Were it necessary to give any other Reason for a Dedication at all, or the Propriety of making it to You, Sir, I could, without Flattery, plead Your Excellency's Love of Mankind, and benevolent Disposition to encourage every useful Design; which would have naturally directed me to You as the Patron of a Work, honestly designed, however weakly executed, both for public and private Utility, in promoting of Education. --- For surely the Governor of *Maryland*, and such a Character united in one Person, must be the fittest Patron of such a Work; the first of its Kind, I know of,
produced

DEDICATION.

produced in *America*, and particularly in *Maryland*.

I forbear to insist upon Your Excellency's good Taste and Judgment of Men and Things, because it may seem to insinuate a Compliment to myself; as, with an obliging Condescendence, You indulged my Request of making You this Dedication, which was judging favourably both of me and my Work.

As I can return my Obligations to You only by Thankfulness; that it may not be silent, I declare my ardent Wishes, as it is my undoubted Hope, in common with all among us who have had the Pleasure to know or hear of Your Conversation and Behaviour, that Your Excellency may continue, as You have begun, to be the Darling of this People, and fulfil their well-grounded Expectations of a wise, equitable, and virtuous Administration --- of Your being a Friend and Father to the Province, by advancing its Interests both sacred and civil; and a worthy Representative and faithful Trustee
of

DEDICATION.

of our Noble and Illustrious Proprietary
--- to Your Honour, and the Good of
all concerned. I am,

S I R,

Your Excellency's

most obliged and obedient

humble Servant,

ALEXANDER MALCOLM.

P R E F A C E,

Which I wish were read before a rash
Judgment is formed of the WORK.

AFTER so many *Rudiments* and *Grammars* of the *Latin* Tongue as the World is already filled with, and many of them the Works of very learned and ingenious Men, Men too of Experience in Teaching, a Person of any tolerable Modesty must find great Discouragement to attempt any thing new, upon a Subject worn almost thread-bare. — He must expect it will be thought a rash and indiscrete venturing his Reputation (if he has any) and if he meets with no other Reproach, he bids fair, at least, to have the old Saying quoted against him — *Quid dici potest quod non dictum prius?* “What can you tell us, good Master *Aristarchus*, that we know not already, or cannot find elsewhere?” — This, no doubt, has been objected to many Authors before me; yet Men have not been discouraged by it, from adding their Labours to the public Stock, reckoning it a sufficient Apology, that they thought something was still wanting, and honestly aimed at Improvement. — For —

Suppose there is nothing new to be said; there may be a new and more useful Way of saying the same Things — or, if it is only a good and right Way, as there are many Ways to come at the same End, and different Ways please different Persons, this alone would make a new Attempt upon this Subject no very

absurd thing; though I cannot say it would have been a sufficient Motive to me. — What my Motive was, you shall now hear.

If I judge right, *Latin Rudiments* and *Grammars* have hitherto wanted something, both as to their Materials, and especially the *Form* and Manner of composing them, for the most rational and easy Way of Teaching. — This I found to my Sorrow, when I first engaged in Teaching: I was obliged, for a while, to drudge in such Ways as were already marked out to my Hand, till the Tediousness, Defects, or Confusion of them, put me at last upon thinking of some better and easier Way, suited at least to my own Taste and Notions, which I now offer to the Public. —

How I succeeded, as to making my Business more easy and pleasant to myself, and profitable, both for Ease and Improvement, to my Pupils, Experience has told me; but how others will judge of it, Time must tell. — This I can say, it is no hasty Production; for be the Merit of it ever so small — *multum hic & diu sudavi*; and whether this was the Effect of a slow Genius, or no, I thought the Regard due to public Good, and my own Reputation, required no less.

The Complaints of the old, and too long the common Methods, have been as loud as reasonable; which have produced several laudable Performances, by which the learning of this Language is made much easier than it had been for Ages before. — Of which, however, I scarcely saw one, before I had formed my own *Plan*, and made a considerable Progress in it; and when those came to my Hand, though I found several of my own Sentiments confirmed by them, yet I found no sufficient Reason to desist from what I had begun, and to give up my *Scheme*. — If any thing could have made me do so, especially with respect to the *Rudiments*, it would have been those of my very worthy, learned,

learned, and much respected old Friend and Acquaintance, Mr. *Ruddiman*, which indeed often staggered my Resolution of going on; but whether it was *Self-conceit*, or Reason and well-judged Experience, that prevailed, I got over the Difficulty at last, and went on. — I have not, however, either the Vanity or Folly to imagine, that what I have done is absolutely perfect, nor do I offer it as such; and I know the World, and the natural Fondness Men have for their own, too well, to think that, were it better than it is, every body will judge of it as I do. — Therefore, I plead here nothing in Favour of it, or of myself for the Attempt, but my own Experience, and the sincere good Meaning of my Intention and Endeavours. — As to the Thing itself, and the Reasons I have given thro' the Work, in Vindication of it, I must leave that to the Judgment and Candour of others, who will take the Pains to read, and compare it fairly and impartially with other Works of this kind — and be as ready to acknowledge what is good, as to censure what is bad in it.

Sanctius has sufficiently detected the Inaccuracies and Blunders of the Grammarians before him; as Mr. *Johnson* has done particularly with respect to *Lily*. — And as to the modern Performances, mentioned above, it would be not only tedious, but useless, and therefore impertinent, if not perhaps reckoned an invidious Piece of Work, to expose all the Particulars in them, which I blame, and therefore differ from them in my Account and Management of these things: What I thought necessary of this kind, I have done in the Course of the Work, with Good-nature, I hope, and without naming Authors, that I may affront none of them, and to bespeak good Usage for myself, where I may be thought blameable; and when I have acknowledged Obligations to most of them, as I have, like the industrious *Bee*, endeavoured to suck Honey from every Flower, I shall be content to give the fol-

lowing Account of what I have done — which consists of two small Volumes, whereof this First Volume contains the *Rudiments of Grammar*, for the Use of Beginners in the *Latin Tongue*; the Contents and Order you see in the Table after this Preface.

My Design in this Volume, as the Reason of the thing required, was, I. To exhibit barely the *Elements*, or first *general Principles and Rules*. — To explain and put them into such Order and Connection, and with such Brevity as might make the learning of them rational and easy both to the Understanding and Memory, even of the Youngest.

Beginners ought to be troubled with nothing but what is general, or just necessary; and carried on by Degrees to Particulars — *never* to have their Memories needlessly burdened, or unseasonably; which greatly discourages them, and retards their Progress; or even makes them hate a Study, which, in the best Method, is unpleasant to the Generality of young Folks, especially if attended with Impatience and unreasonable Severity in Teachers. I have, therefore, left out every thing I thought unnecessary in this Part: And because every thing you find here, is not equally necessary at the Beginning, at least not for a Scholar's *Recital*, I have distinguished things that are generally necessary, and which I think ought or may easily be *recited* in his first Course, as he goes along; and what may be left to another Time, or even then only read and explained to him, by putting the former into a larger Character, and marking them with *Roman Numbers*; and the others in *Notes and Observations*, and a small Character (as other Authors have done.) — There are also mixed with the former, some Things added for Explication, put between Brackets in another Character, which are not to be recited.

N. B.

P R E F A C E.

ix

N. B. If the first fourteen Articles, marked for reciting, be thought not so proper at the Beginning, they may be left to a second Course, and begin with PART III. though I have always begun with the preceding, and never found it any Difficulty to Boys.

As to some *Definitions* of Things, I own they are not the most accurate; but they are either the same, or as good, as those of other Authors, and suit a Beginner best, being at least sufficient to give him a general Notion of the Thing. In the Second Volume you will find this Defect supplied.

Again, not to load and puzzle a Scholar with too much at once, upon the same Head, I have separated some things that belong to one Head — Thus, I have first delivered the more general things upon the *Accidents*; and what remains to complete this, I have put afterwards in a *Supplement*; as I have also done some things in the *Syntax*; which a Scholar will learn more easily after he is familiar with the former, and has seen the fundamental things in one uninterrupted Series.

But now I expect an Objection to the Bulk of this Volume — I shall be told, perhaps, by those who judge before they have read it, and considered what further Account I shall next give of it, that I cannot pretend to have made the Entrance into this Language easier, by a shorter *Rudiments* than what we are already furnished with. — For Answer, If I have made it easier by a better Method and Choice of Things, there is the less Reason to complain; and as to the Objection itself, there is nothing in it, when you know and consider, that,

II. Another Design I had in this Volume, was to offer *Help* to Teachers of small Experience [as for others, I presume not to direct it to them.] —

There

P R E F A C E.

There is a great Difference between understanding a Language, so as to read it tolerably well, or even very well; and being capable of teaching it with Ease and Advantage. — Practice is necessary to both, but they are very different Things. — Many Persons after they have been long from School, and many young Persons, just come from School, are glad to be Teachers of others, to support themselves in Life: and if they are meanly qualified [which is often the Case in Country Schools; where, for Want of a sufficient Encouragement, People are fain to put up with such Teachers as they can find; or their Ignorance and Partiality makes them prefer to others] they will need the more Assistance in what they undertake. — You will say, especially as to the last Sort, that they cannot so soon forget the Method in which themselves were taught: But what if they have, by giving little Attention to it? or, what if it has not been so good a Method as they may be put into? For these Reasons I thought it might be useful and acceptable to such, to shew them the Method I used myself in Teaching, and leave it to their own Choice. — This is one Reason why this Volume appears above the Size of a *Rudiments*.

Another is, the Necessity I was under of justifying myself in those things, wherein I dissent from other Grammarians; with the *Explications* and *Particulars* necessary to make the whole more complete, though not necessary to load a Scholar's Memory with, by obliging him to repeat them. — In the last place, I thought it necessary to explain the fundamental Principles of *Grammar*, in a more general Way, as they belong to all Languages, and apply them particularly to the *English* as well as the *Latin*, for the better illustrating this, as it is to be taught by means of that; in which therefore I have done little more than what serves this Purpose.

Unless

Unless you will allow of another End that is served by it, *viz.* the making Boys more attentive to, and better acquainted with, the *grammatical* Elements of their Mother-tongue; whereby they will learn, so far as this goes, to speak and write it more correctly; which, as Mr. *Ruddiman* has justly observed, is the most of what the Generality of those who learn a little *Latin*, get by it — and therefore a good Reason why Teachers should be particularly careful in this Part.

And now I dare venture to say, that if the Things mentioned are abstracted, and those only considered, which are proposed as a Task for Recital, they will be found to make at least as easy and short a *Rudiments* as any we have, which, by themselves, would not take up above three Sheets of Paper; and besides the Advantage of a better Method, contain more of what is necessary in the same *Room*.

Upon the whole — I humbly, and with Submission, think, there is here not only a short, clear, and easy *Rudiments*; but

N. B. All the *Grammar* necessary to a Lad, while he continues at School, or needs the Help of a Teacher, as to Grammar [if some Directions I shall give afterwards are followed] which may also be dispatched the first half Year at most, if a Scholar is not very young; after which he will need only to revise and recite it now and then, for the Year or two following; and this may be done in six or eight Lessons at most.

This Method I have used with Success, as well as great Ease to myself and my Scholar, and never found any of them [where there was a Genius, without which no Method avails much, yet the easiest is still the best] want any more Grammar, while he has read
a Course

a Course of the Classics; save, that I observed and explained to him Particulars, as any thing new occurred in his Authors; which, by their occurring frequently, are better fixed in the Memory, than by the common Method of torturing Boys with numberless Rules and Exceptions; and, to make the Matter worse, expressed in *Latin* and *barbarous Verse*, by which a great deal of Time is lost, from the more profitable and necessary Work of reading and writing *Latin*.

I am far, however, from saying this is all the Grammar a Scholar ought to know; I only think he will be able, after this, to teach himself what more he wants, by Help of Books—in order to which it is that I have made a Second Volume of this Work [in which you will find what I have omitted in the First, as not proper for the *Rudiments*] a more particular Account whereof you will see in the Preface to it; so that here I shall only give you this short and general Account of it.

The second Volume contains a more complete *System of Grammar*, both in its *general Principles*, where the Reasons of it, as an *Art*, in which all Languages are concerned, are explained, and in a particular Application of it to the *Latin*—where the practical Part is more fully and critically handled, for the Improvement of those who are well acquainted with the Elements, and have made some Progress.

As to my writing the whole in *English*, I shall say nothing, because it is now the common Way, for Reasons that are not difficult to find, and which have been very well urged by several Authors.—To conclude,

If I have done more than may be thought necessary for the *Rudiments*, let it be considered, that it is not designed for reciting, and is, besides, all plain and easy;

P R E F A C E.

xiii

for I have entered into nothing that is *abstract*, or very critical. — If it is not necessary for a Scholar at first, it may be so afterwards; and may be so, at least, to some Teachers:—My Design in being so large upon some things, was to shew the Reason and Connection of the fundamental Principles more completely than is commonly done — and to give Hints of what further a Scholar may expect to meet with, and has to learn in the Course of his Reading and Study — which will so far shew him the Use of, and prepare him for a more complete Grammar.



T A B L E

T A B L E

O F T H E

C O N T E N T S.

INTRODUCTION,	With Directions for Teaching	15
B Y Definition and Division,	First Declension, with Instructions for the English Substantives	16—20
page 1		
PART I.	Second Declension	20
LETTERS defined and distinguished	Third Declension	21
ibid.	Fourth Declension	22
PART II.	Fifth Declension	ibid.
SYLLABLES defined	Art. III. Of irregular Declining, particularly of Substantives	22, 23
General Rule	Of Pronoun-substantives	23, 24
PART III.	CHAP. II. Of ADJECTIVES.	
WORDS	Art. I. Defined — Accidents	24, 25
Sect. I. defined — distinguished into Parts of Speech	Art. II. Declining of Adjectives	26
And those into declinable and indeclinable—explained	Rules for Gendering, Nominative singular	ibid.
5, 6	— for Declension of Cases	27
Sect. II. The declinable parts.	Method of Practice	28
CHAP. I. Of SUBSTANTIVES.	Art. III. Origin, Use, and Defect of grammatical Gender in Adjectives	30, 31
Art. I. Definition.—Accidents	Hence the Use of it in Substantives	31, 32
7, 8	Art. IV. Irregularity of Adjectives — particularly of Pronoun-adjectives	32—34
Art. II. Declining in five Classes	Art.	
9		
General Rules for all		
10		
Particular Rules for each, with Examples		
10, 11		
The Method first explained, and vindicated		
11—14		

CONTENTS.

Art. V. Comparison of Adjectives, defined — distinguished — with Rules 35—37
 What Adjectives are comparable, or not 37, 38

CHAP. III. OF VERBS.

Art. I. Defined — distinguished by their Signification — Accidents 38—41
 More particular Explication of their Accidents 41—44
 Distinguished by their Endings — Form 44

Origin and Reason of the two Forms 45

Art. II. Declining of Verbs, active Form, in four Classes 45, 46

Class I. introduced, with an Explication of the Examples 46, 47

Directions for Teaching 49—51
 ——— for the other Classes 51

Instruction for English Verbs 53—56

Further Observations on Latin Modes and Tenses 56

Art. III. New Method of Teaching Conjugation by Principles and Rules — Introduction 57

Analogies of regular Verbs *ibid.*
 From whence, General Principles 58—60

Explication of the Scheme of Examples and Rules 60, 61

General Scheme for all the Classes, with Observations on it, wherein it is plain they are four only in four Tenses, one in all the other eight 62—64

Directions for Teaching 64—68

Art. IV. Declining in the passive Form — Introduction, accounting for the Method, which reduces all to one Class 68, 69

Verb *esse* declined 70

General Instruction for the Passive 71

One Example for all, and Rules, 72

Directions for Teaching *ibid.*

Deficient Tenses supplied 73, 74

What active Verbs have a passive 75

Whence, Verbs transitive and intransitive 76

Passive Verbs, and Neuters with a passive Sign distinguished 77

Sect. III. Indeclinable Parts of Speech 77, 78

SUPPLEMENT to the ACCIDENCE.

Sect. I. For the third Declension — 1. For the Theme 79

2. Endings of other Cases 80

3. General Rules of Formation 80, 81

Sect. II. Irregular Adjectives 81—83

Irregular Comparison 83, 84

Compound Pronouns-adjective 84, 85

Sect. III. General Rules of Gender, with Method of Exercise 85—87

Sect. IV. For Conjugation 87

Art. I. General Rules for the præter Root, Class III. 87—89

Art. II. Irregular Conjugation

1. In the active Form 89—91

2. In the passive Form 91

With Deponents 91, 92

Art III. Defectives, with Impersonals active and passive 93—97

Sect. V. Of Verbals — 1. Of Participles — defined — distinguished 97, 98

General Rules of Formation 98—100

What

CONTENTS.

What Participles belong to different Verbs	100
II° Gerund and Supine defined — formed	100, 101
What Verbs have Gerund and Supine	101, 102
Sect. VI. Further Observations on English Verbs	102

PART IV.

SYNTAX.

Introduction, explaining and accounting for the Method ; to which are added some other Observations about Teaching	103—108
Sect. I. Definition and Division	109
Sect. II. General Principles	109, 110
Sect. III. Rules of Syntax — Branch I. For Verbs — I° Mode and Tense	110, 111
II° Number and Person, first Concord	111
Subsidiary Rules to this	112—114
Branch II. For Adjectives, second Concord	114, 115
Subsidiary Rule	115
Branch III. For Substantives — I° For Number	116
II° For Case	116—118
General Rule — Third Concord	ibid.
SUPPLEMENTS to the CONCORDS and MODES.	
For Concord I.	118, 119
For Concord II.	119—122
Subsidiary Rule, particularly for the Relative	122—125
III. Modes and Tenses — I° Indicative and Subjunctive	126
II° The Infinitive	ibid.
General Rule, with Variation by the finite Verb	127

Various Ways of rendering the English Infinitive into Latin	128—130
Particular Rules by Government — I° For the Nominative	130
II° For the Vocative	131
General Observations about the Syntax of Participle, Gerund, and Supine	ibid.
III° For the Ablative — General Rules by a Preposition	132
General Observations about Prepositions, Interjections, and Adverbs	ibid.
IV° For the Accusative — By Verbs and Prepositions	133—136
General Observation for the Case after a passive Verb	136
V° For the Genitive — General Rule by the English Signs	ibid.
Exceptions by a Preposition and Ablative	136, 137
Particular Rules by a Substantive, Adjective, or Verb	137—141
VI° For the Dative — General Rule by the English Signs	141, 142
Exceptions by a Preposition and Accusative	142—144
Particular Rules by Verb and Adjective	144—147
VII. Particular Rules for the Ablative without a Preposition	147
I° After Verbs	147—149
II° After Adjectives	149
III° In different Significations of the Substantive	149—151
IV° When it is put absolutely, called the Ablative absolute	151, 152

RUDIMENTS

RUDIMENTS of GRAMMAR

FOR THE

LATIN TONGUE.

INTRODUCTION.

I. **G**RAMMAR is the *Art* of Speaking, or Writing, any *Language* rightly.

II. The **RUDIMENTS** of Grammar are the first *Principles* and *General Rules* ;

[Which are,]

III. Divided into four Heads.—Of *Letters*, *Syllables*, *Words* and *Sentences*,

[*formed gradually of one another : For Letters make Syllables, Syllables make Words, and Words make Sentences ; of which Language consists*]

PART I.

OF LETTERS.

N B. This *Part*, which Grammarians call *Orthography*, concerns the Use of Letters, both in *Reading* and *Writing*, with some other Marks in Writing, called *Stops* or *Points* ; to be learned first by Experience, and afterwards more accurately, by Instructions in a fitter Place.

I. A *Letter* is a Character representing a simple Sound of the human Voice in Speech.

II. *Letters* are distinguished into two Kinds, called *Vowels* and *Consonants*.

III. A *Vowel* represents a clear and open Sound of the Voice.

B

IV. A

IV. A *Consonant* marks a certain Variation of the *Vowel's* Sound, in the Manner of Beginning or Ending of it, and so is never used without a Vowel.

V. The *Latin* Tongue has twenty-four Letters, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, x, y, z.

VI. There are six of these Letters Vowels, viz. a, e, i, o, u, y.

[The rest are Consonants.]

N. B. When two Vowels come together in a Word, they are pronounced either separately, with a Stop of the Breath betwixt them, or without any Stop; and in this Case they make what we call

VII. A *Diphthong* is two Vowels pronounced in one continued Breath.

VIII. There are five *Diphthongs* in *Latin*, viz. ae, oe, au, eu, ei.

EXAMPLES.

Aetas, Coena, Audi, euge, eia.

OBSERVE, As the *Latin* Letters are the same with the *English*, so they have generally the same Powers, i. e. represent the same Sounds; what little Difference there is, Practice, and a Teacher's Help, will show.

The Letters set down above, are called *Common*, in Distinction from another Set called *Capitals*, A, B, C, D, &c. which, tho' they have a particular Use in Writing, as Experience and further Instructions in a more proper Place will show; yet having the same Powers as to Sound, we reckon still but twenty-four Letters.

As to the *Diphthongs*, these set down are the most common, the Pronunciation of which must be learned from a Teacher's Mouth, yet the same two Vowels do not always make a Diphthong; and there are, besides, some others which must be explained as they occur in Teaching. What is said is enough for this Place upon the Subject of Letters.

PART II.

OF SYLLABLES.

I. A *Syllable* is any one complete Sound.

II. One Vowel or Diphthong alone; or with one or more Consonants before or after it, or both, makes a Syllable.

EXAMPLES.

the LATIN TONGUE.

EXAMPLES.

A, at, to, for, from, strong.

N. B. The Consideration of *Syllables* is necessary for the distinct reading and pronouncing Words, by their several distinct Members, which are *Syllables* (when they consist of more than one) and for dividing a Word in Writing at the End of a Line, which should always end with a *Syllable*; for this makes the Reading easier than to break off in the middle of a *Syllable*, and have the Letters of it to seek in two Lines. For which take this —

General Rule for Syllabling.

[i. e. Dividing a Word into its Syllables.]

III. A *Consonant* betwixt two *Vowels* (or *Diphthongs*) goes with the last; and if more than one *Consonant*, as many go with the last *Vowel* as can be pronounced smoothly before it, without a *Stop*.

N. B. I ought to presume that a Scholar has been taught Syllabling the *English*, before he begins *Latin*; but I have found some very ignorant in this, therefore thought a Rule for the *Latin* would not be amiss, which in this Language is easier than in the *English*; because there are always as many *Syllables* in a *Latin* Word, as there are *Vowels* and *Diphthongs*. But it is not always so in *English*.

EXAMPLES.

Ad : cu-ra : *Doc*-tri-na : *Præ*-cep-tor.
To : care : *Doc*-trine : *Mas*-ter.

N. B. I am sensible there are other Rules for Syllabling, especially compound Words; but they can be of no use to a Beginner: The Teacher may supply them when he thinks proper — I shall only add this, that the Ear, and common Use, in pronouncing, ought to be regarded more than the preceding Rule, when it makes a smoother Division of a Word. For Example, *Pas-tor* may be divided thus, *Pa-s-tor*, according to the Rule; or thus, *Pas-tor*, which is smoother, and more agreeable to Practice, in Pronunciation; and so in *English*, *Master* is better divided *Mas-ter* than *Maf-ter*.

OBSERVE, There is one very considerable Thing to be learned in Pronunciation of Language, which Grammarians commonly refer to *Syllables*, (tho' it belongs not to them considered purely as *Syllables*, but as they are Words, or Members of certain Words) viz. the *Quantity*, or *long* and *short* Sounds, in pronouncing the several *Syllables* or Sounds in a Word; and this Grammarians call *Prosody* — which tho', for many Reasons, it cannot be much treated of in the Rudiments, yet must not be altogether neglected; i. e. a Learner must not be left to pronounce *Latin* Words at Random as to *Quantity*: he must learn it by Practice from the Beginning, till he can understand the Rules.

And I mention it here, only to put Teachers in mind of being careful, that a Scholar pronounce aright what Words occur while he learns the Rudiments : particularly in the *Declensions* and *Conjugations* : In which last there are a few general Rules, which being taught him, he will easily remember by Practice of the Examples ; also in reciting of a Vocabulary, and reading the first *Authors*, by which he will learn most of what is necessary for reading *Prose*, till he is advanced far enough to be shewn all the Rules ; which will be absolutely necessary, if ever he is put upon making *Verses*.

P A R T III. O F W O R D S.

N. B. This Part some Grammarians call *Etymology*, others more properly, call it *Analogy*.

S E C T. I.

Of Words in general, and their Grammatical Distinctions.

I. A Word is one or more Syllables put together to signify something.

[i. e. *Some Idea or Notion of our Mind.*]

E X A M P L E S.

Man, Body, Charity, Understanding.
Homo, Corpus, Caritas, Intellectus.

II. *Words* are distinguished in Grammar, into certain Kinds or Classes, called, *The Parts of Speech*.

N. B. This Distinction arises from the different Nature of the Thing signified by different Words, and accordingly

III. There are six *Parts of Speech*, called *Substantive, Adjective, Verb, Adverb, Preposition, Conjunction*.

OBSERVE, The *Parts of Speech* are commonly reckoned eight, viz. *Noun, Pronoun, Verb, Participle, Adverb, Preposition, Conjunction, Interjection* ; and then *Noun* is distinguished into *Substantives* and *Adjectives* ; but *Pronouns* are only a particular Sort of *Substantives* or *Adjectives* ; *Participles* only a particular Sort of *Adjectives* ; and *Interjections* may very well be classed with *Adverbs* ; (tho' some will not allow them to be so much as a Part of *Speech*) also *Substantives* and *Adjectives*, tho' they have something alike in their Nature, yet they have too great a Difference in their

their Grammatical Use to be reckoned in one Class, or Part of Speech.—For these Reasons (a particular Explanation of which I reserve for another Work) I have made but six (which some reduce to four, and others to three, of which also in another Place.) I continue, however, the Use of the Names, *Pronoun*, *Participle*, and *Interjection*, as Distinctions of particular Sorts, under the Part of Speech to which I reduce them; also the Word *Noun*, to signify both Substantive and Adjective, when I speak of them without Distinction, in regard to what is common to both.

And thus a Scholar will be at no Loss as to the Names in the common Division.

Some modern Writers have given us other Names for the Parts of Speech, and complain loudly of the old ones; especially the using them in *English* Grammar. But if they be proper enough for *Latin* Grammar (as they are derived from the *Latin*) there is no great Reason to reject them in *English*; because, being once explained, they answer the End as well as any other Words. This too I shall consider elsewhere.

IV. The Parts of Speech are distinguished among themselves into *declinable*, and *indeclinable*.

V. The *declinable* are three, *Substantive*, *Adjective*, and *Verb*. The other three are *indeclinable*, *Adverb*, *Preposition*, *Conjunction*.

VI. *Declining* is *changing* the Termination or ending of a Word.

[*Tho' sometimes it affects more than the Ending*]

VII. The Use of *Declining*, is to express and distinguish various Circumstances of Things:

N. B. This of *declinable* and *indeclinable*, is a mere Grammatical Distinction founded upon arbitrary Custom and Institution of Languages; for it is not absolutely necessary that Words should be changed; yet it is very useful, as it makes Language shorter and neater: And from the Use of declining arise the two following Terms.

VIII. The *Accidents* are the various Circumstances of Things, with the various Endings of a Word expressing them.—

[*Whereof the former may usefully be called, the Natural, and the other, the Grammatical Accidents; to which Distinction I shall have Occasion to refer.*] And here,

OBSERVE, As particular different natural Accidents have different Names to distinguish them, so the same Names are applied

6 New RUDIMENTS of

to the Grammatical Accidents, or Endings, to signify that they are the Endings expressing the other.

Again, As this Part of Grammar relates chiefly to the Knowledge of these *Accidents*, it is commonly called, The *Accidence*, or Doctrine of the *Accidents*; but Grammarians bring a great many Things under the Name of *Accidents*, that properly and strictly are not so.

Any Thing of Grammatical Consideration about a Word may be called an Accident of it, in a large Sense; but when the Thing considered is only so accidental and external, as to add nothing to the Signification and Manner of using the Word, it is not a Grammatical Accident, in the strict and proper Sense. For the *Accidence* relates more immediately to Declining; tho' some other Things are considered for Explication and Distinction of this; so that only the Variations of a Word by declining, to express various Circumstances of Things, ought to be called Grammatical Accidents, otherwise we jumble and confound Ideas of a very different Nature, without any Necessity. Therefore I have rejected several Things from being Accidents, which are commonly reckoned so, and the Reason given will justify me in them all; which yet I shall consider more particularly as they occur.

N. B. All Languages that I know, use declining in some Measure, tho' not all equally. How far the *English* uses it, I shall explain along with the *Latin*.

IX. The *Theme* of a *declinable* Word is the given Word, which is changed into the other Endings.

[and always expresses some particular Circumstance.]

X. Declining is made, in general, by *changing* Letters of the *Theme*, or *adding* Letters to it, or both, or sometimes dropping a Letter, and then adding.

N. B. Tho' by simple *adding*, there is properly no Change of the *Theme* in itself, as when of *color*, is made *coloris*, yet it makes a Change or Variation upon the whole Word; therefore I have defined *Declining* to be *changing*, in the largest Sense. The particular Manner of which you may learn under every Part.

OBSERVE, As the Distinction of Words into different *Parts of Speech* arises from a Difference in the general Nature of what they signify, and is alike applicable to all Languages, so it is manifest, that before we can know to what Part of Speech any Word belongs, we must know what different Significations belong to the different Parts of Speech. By a proper Definition of each, as you have in what follows; and then what that Word signifies. The Comparison of these will show the Part of Speech in any Language, *i. e.* whether the Word is a Substantive or Adjective, &c. And because Words of different Languages that have the same Signification

the LATIN TONGUE.

7

nification in each must be of the same Part of Speech ; therefore to know this for any *Latin Word*, the Scholar (who learns the *Latin* by the *English*) must know the *English* for the *Latin Word*, and then find the Part of Speech by the *English*.

Practice will make this easy and ready, towards which a Vocabulary is very useful, as Words are there placed together according to their Parts of Speech. As for *Substantives*, *Adjectives*, and *Verbs*, the *English* of them has certain peculiar Marks by which a Learner will easily know them ; which, for his further Assistance, I shall add in their proper Places.

S E C T. II.

Of the DECLINABLE PARTS of SPEECH.

C H A P. I.

OF SUBSTANTIVES.

A R T I C L E I.

Of their Nature and Accidents.

I. A Substantive is the Name of a Thing, considered simply in itself.

E X A M P L E S.

Homo, A Man ; *Liber*, A Book.

II. A Word is known to be a Substantive in *English*, if *a* or *the* before it makes good Sense.

E X A M P L E S.

House, *Earth*, *Boys*, are Substantives ; because a *House*, the *Earth*, the *Boys*, are good Sense ; but a *Long*, or the *Teach*, are not Sense ; therefore these Words are not Substantives.

III. The Accidents of a Substantive are two, *Number*, and *Case*.

N. B. Grammarians commonly make five, by adding Declension, Gender, and Person, which I reject, for Reasons you shall learn afterwards.

IV. There are two *Numbers*, called *Singular* and *Plural*.

B 4

V. There

V. There are six Cases [*under each Number*] called *Nominative, Genitive, Dative, Accusative, Vocative, Ablative*.

VI. *Number* is a Distinction of *one*, and more than one.

VII. The *Singular* signifies one Thing, the *Plural* more than one.

[*without determining how many, which is done by other Words.*]

VIII. *Case* is a Distinction of certain *Relations*, under which one Thing is considered with respect to another.

OBSERVE, The Natural *Accidents* or particular Circumstances and *Relations*, signified by these Names of *Cases*, and expressed by the *Grammatical Cases* (or Endings) of the Substantive, will be understood sufficiently for the Purpose of Learning, to decline *Latin* Substantives, by what you shall find answering to them in the *English* of the following Examples. A more accurate Account of them belongs not to this Place.

As to the distinguishing Marks that some Authors give of them in this Place, from their Use in a Sentence, it is preposterous; because it belongs to *Syntax*, and cannot be understood here.

Some Authors reject the *Vocative Case*, as being always the same with the *Nominative*; to which there is but one Exception. I incline to their Opinion, for which I shall give Reasons elsewhere, tho' I have retained it agreeably to the common Method.

OF GENDER.

There is another Thing of Grammatical Consideration in *Latin* Substantives, called *Gender*, which is no proper Accident of a Substantive; as Grammarians commonly reckon it, because it makes no declining in a Substantive; and besides, it teaches us nothing as to the Grammatical Use of a Substantive, both which are essential to a proper Accident; yet a general Notion of it must be given here, for the understanding of one *Rule* in declining; which requires no more, as to this, but barely knowing the Meaning, and general Use of the Denomination, which is this.

IX. *Gender* of Substantives is a mere Distinction of them, by certain Denominations (or Names) which serve to direct the Application of an Adjective to a Substantive

[*with respect to a certain Variation in the Adjective, called also Gender. Of which in its Place.*]

N. B. The *English* has nothing of this, because an *English* Adjective has no such Variation. Of which afterwards.

X. There are three Genders [*or Denominations so called*] Masculine, Feminine, and Neuter.

[*One or other of which is applied to every Substantive, whereby all Substantives are distinguished into three Classes of Gender.*]

OBSERVE, The Rules for applying these Denominations to Substantives, *i. e.* knowing what Substantives belong to every Class of Gender, are called the Rules of Gender, or *Gendering of Substantives*; but more properly they are Rules of Adjectives, *i. e.* for applying *Adjectives*, with respect to their Gender, to Substantives, as I shall show more particularly afterwards.

A complete System of these Rules belongs not to the *Rudiments*. The general Rules are sufficient; which might be delivered in the following Article, after the Rules for declining Substantives. But as they can be of no Use, nor their Use so perfectly understood, till a Scholar has learnt the declining of Adjectives, I shall place them after that.

ARTICLE II.

Of the Declining of SUBSTANTIVES.

I. The Theme of a Substantive is the Nominative Singular.

[*i. e.* It expresses the Natural Accidents of the Nominative Case and Singular Number.]

II. There are five Declensions, called 1st, 2d, 3d, 4th, 5th.

[*i. e.* Substantives with respect to Declining are distinguished into five Classes, called Declensions, which comprehend all regular Substantives.] And hence,

III. A Declension is a particular Class of Substantives, with the particular Manner of declining them,

[*which is the same for all of the same Class, but different in different Classes: Yet still this is but generally so; for there are Exceptions to the Rules of each Class. Also the several Classes agree in some Things, tho' not in all.*]

N. B. Declension, *i. e.* a Substantive's being of this or that particular Declension, is not a Grammatical Accident, as commonly reckoned: For tho' it is a Thing of Grammatical Consideration, and an Accident, as it was accidental or indifferent in what Class it was put; yet the proper Grammatical Accident of it is only

only its being declined in whatever Class that be, to express Number and Case.

Why I have not made *Person* a Grammatical Accident, you shall see particularly, under *Pronoun-Substantives*.

OBSERVE, In Declining there are two Things to be considered, 1. The different Endings into which the Theme is declined, or changed; and, 2. The Manner of applying those Endings to the Theme. Now, It is with regard to the first, that Substantives are distinguished into five Declensions, each of them having a particular Set of Endings proper to it, in the whole; for they do not differ from one another in the Endings of every particular Case; nor do they all differ from one another in the Application of the other Endings to the Theme. Also there are different Applications in the same Class; because the Distinction of the Classes depends only upon the different Set of Endings. Again, tho' the Design of Grammatical Cases seems naturally to require that every Case of the same Substantive should have a different Ending, yet, such is the Caprice of Language, that several Cases have the same Ending; i. e. the same Ending is used to signify different *Natural Accidents*, under different Names of Cases; and the particular Application is left to be determined by other Rules. Of which in a more proper Place.

In the *last Place*, observe, That tho' the different Declensions or Classes (as I shall often call them) have a different Declining upon the whole; yet there are some few Things in which they all agree, with respect to several Cases having the same Ending, according to these

IV. General Rules for every Class.

1 The *Vocative* is the same with the *Nominative* in both Numbers,

[to which there is only one Exception in the second Class below.]

2 The *Dative* and *Ablative* Plural are the same.

3 *Neuters* — [i. e. Substantives of the Neuter Gender] make the *Accusative* the same with the *Nominative* in both Numbers, which in the Plural end in *a*.

N. B. There are in every Class some two or more Cases that are the same, but none other than these in the preceding Rules, that are the same in all Classes; and therefore come under the particular Rules of the several Classes.

Particular Rules of the five Declensions.

V. The five Declensions are distinguished from one another, by the Endings of the Genitive Singular,

[Which are therefore called]

MARKS

the LATIN TONGUE.

11

MARKS of the Declensions.

VI. { Declension I, II, III, IV, V.
G. Sing. æ, i, is, us, ei from *Nom. es.*

N. B. Thus by knowing the Genitive Singular, you know the Class; except it be *ei*, where the *Theme*, (or *Nom. Sing.*) must also be considered, because *ei* may be also in the second Class; and is the 5th only, when the *Theme* is *es*, which belongs not to the second.

There are also other Cases by which particular Declensions may be known, as some Terminations are proper to one Class only, without considering what Case it is, and some proper to a particular Case of a particular Class, tho' it may belong to another Case of another Class; both which will afterwards appear. But no one Case has different Endings in all Classes, except the Genitive, and so it is in the Genitive both Singular and Plural; either of which might therefore be made the *Mark* of the Declension; yet the Singular is chosen, because it is the first in Formation; tho' it requires that the *Theme* be considered when the Genitive Singular is *ei*, which would not have been necessary, had the Plural been chosen.

EXPLICATION of the Method and Reasons of the following Examples and Rules.

I. For the EXAMPLES.

I might presume that any Teacher will easily understand the *Form* in which I have put the Examples; it will however be no great Trouble to read the following Explication of it; and compare it with the Examples.

1. For the *Latin* Examples. The *Theme* is set down complete. And, (1.) where the Formation of the Case is by changing the Termination of the *Theme*, it is distinguished into two Parts; the first in small Characters, which I call the *Radical* or standing Part, because it belongs in common to every Case; and therefore it is but once set down. The second, in larger Characters, is the *Termination*. But, (2.) Where the Formation is by adding to the *Theme*, it is not distinguished, and the whole is *Radical*.

For the other Cases, The *Termination* only is set down against the Name of the Case, and the *Radical* Part is supposed to be read before each Termination; whereby it appears at once, what the Cases have in common, and wherein they differ.

2. For the *English*. In the 1st Class, the Nominative is set down once, both in Singular and Plural, because of their different Endings. And for the other Cases, as the *English* expresses them, not by varying the Nominative, but by prefixing to it certain Words called *Articles*, which belong to both Numbers in common (and express the general Sense of the *Latin* Cases) these are set down against the Name of the Case; after each of which is

to be joined the Nominative in each Number with its Article: [*For in most Words it has one also, in the Singular, and often two in the Plural, as you shall learn afterwards*] except after the Vocative Article: the Nominative Article is left out.

Again, Observe, That the Accusative is always the same with the Nominative, and therefore has no peculiar Article against it, as other Cases have.

In the other *Classes*, the *English Theme* only is set down, to shew the Signification of the Word; because the Application of the *English* is the same in all Substantives; and what is further necessary to be said about this, may be found subjoined to the first Declension.

II. For the RULES:

After the Examples, I have added Rules of Termination and Formation, concerning which,

OBSERVE, Teachers have generally thought Examples sufficient to learn the *Declensions* by, without any further Rules; because it seems easy to decline any other by the given Example. Such as think so may omit the following Rules; but I have, by Experience, found them very useful, and therefore doubt not to recommend them to be taught after the Examples (which must be the first Thing.)

For these Reasons,

1. As some one or more Terminations in every *Class* belong to more than one *Case*, I thought it fit to set out every different Termination, in the same Number by itself; joining the Names of every Case to which it belongs, as *Rules of Termination*; by which there is a shorter and neater View of the various Terminations, without Confusion; so that the Likeness and Differences in the several Cases appear more readily, than in the Examples where they stand confused and mixed, according to the common received Order of the Cases, which was necessary there, for the Sake of applying the *English*. Thus the Eye taking in the whole Variety at once, it is more quickly impressed upon the Imagination, as from a Picture; and so more easily remembered. And, to apply these Terminations as Rules, the *Radical* Part of the *Theme* is to be put before each of them for the several Cases, whose Names stand before each.

OBSERVE also, That I call these Terminations the common *Endings*, because they belong to all Examples in the same *Class* [i. e. in regular Substantives, for there are some Exceptions.]

If it be asked why the Termination of the *Theme* is brought into a *Scheme* of Rules, seeing it is a given Word, and not discovered by any Rule? The Reason is plain, *viz.* to determine the *Radical* Part in forming the other Cases; as you see by the *Rules of Formation*. For, as in some the Formation is by *Change*, so what is before the ending of the *Theme* is Radical, and that Ending is changed; and in others the Formation is by adding to the
Theme,

Theme, which is then all Radical. The Formation of the *Theme* is therefore necessary to be marked, for the *Rules of Formation*, to distinguish what are by Change, what by Addition, and what is Radical in each. It is also very proper to have a complete *System* of all the Termination of Substantives; or the final Letter at least, which in some Classes is sufficient for understanding the general Rules.

2. Though the Method of forming the other Cases from the *Theme* [i. e. *applying the Terminations of these Cases*] is easily done after an Example, I judged it useful to show this also by *Rules of Formation*, which regard all *Cases* equally that differ from the *Theme*; and not the Genitive Singular only, as the common Method is, when a Rule is given; where it is supposed that the Genitive Singular is a plain Key to all the rest: But if a Rule is given at all, it is as easily and more usefully expressed so as to extend to all *Cases*, as the following Rules are.

3. What I have farther to say, in Vindication of teaching by Rules, as well as by Examples, is, (1.) As to the Rules of Formation: If none are used, you will yet find it necessary to give a Scholar some Direction how to imitate a given Example, in declining another; and he must remember this too; and therefore if it is set down as a Rule he can easily repeat it, and by that remember it, or have Recourse to it. Then, (2.) As the various Endings and their Applications are the precise Object in declining and forming *Cases*; it is very useful to fix a Scholar's Attention to these by themselves, as they regard all Examples of the same Class equally, that are regular; and this is so much the more necessary in Classes that have different Endings of *Themes*. [You will find this further urged below.] (3.) As the Rules will add very little to a Scholar's Task, these, together with the Examples, will fix the Practice more firmly in his Memory; and afterwards, the Rule will be one uniform Thing to have Recourse to; which can be as easily remembered as any Example; and will save the Trouble of referring to several Examples, in those Classes that have various Endings of the *Theme*, till at length Practice in reading and writing *Latin*, supersede the Use of Rules. (4.) The best Writers of *Greek Rudiments* have not thought Examples sufficient, but have added Rules, which seems not necessary after a Scholar has learned the *Latin Rudiments*, which is always supposed. The same Authors also, that are against Rules in the *Latin Rudiments*, think fit to use them in their Grammars; where I should think them less necessary, after a Scholar has learned the Practice another Way in the Rudiments.

Nor, lastly, am I singular in this Method, several Authors having proposed Rules with the Examples in the Rudiments; tho' my Scheme of Rules differs from theirs.

4. As to the Rules of Formation which I have given, Observe, (1.) Where the Formation of any Case is by Addition to the *Theme*, the same may be conceived as done also by Change.

Thus, in the Examples, Class I. *Penna*, (*a Pen*) the Accusative *pennam* is by simply adding *m* to the *Theme*; but it has the same Effect to consider it, as changing *a* of the *Theme* to *am*.
And

And this, tho' not the most simple Way, is sometimes necessary; because, if we consider the several *Cases* of the same Word, according to the most simple Formation they can have from the *Theme*, we find some are simply by *Change*, and some by *Addition*: thus *penna* makes the Gen. Sing. *pennæ*, by changing *a* to *æ*; and the Accus. Sing. *pennam*, by adding *m*. But to multiply the Rules for the same Word would make a needless Confusion and Difficulty; therefore I have made the Formation by one uniform Rule, for all Cases of the same Word; making all by Change, or all by Addition. And observe, where the most simple Formation is thus various, all must be by *Change*; because what is by simple Change cannot be expressed by Addition, tho' what is simply by Addition, may be considered also as formed by Change.

(2.) Some Formations are mixed, by changing the *Theme*, and then adding to it so changed---Example, *Virtus* (*Virtue*) makes the Gen. Sing. *Virtutis*, by changing *s* (of the *Theme*) to *t*, and then adding *is*, which may be expressed more simply by changing *us* to *utis*. But the former is preferable, because where such a mixed Formation is in one Case of a Word, it is in all (that differ from the *Theme*) *i. e.* The *Theme* so changed is Radical to all these Cases; and so that Change ought to be expressed by itself, as common to every Case; and then there is no more to be done, but to direct the *Addition* of the Endings proper to each Case, and common to the whole Class, whereby the proper Change, and the Addition of the common Endings are distinctly marked, and the Rule becomes general for every Case: Whereas by the other Way, which is applied only in particular to the Gen. Sing. the Rule can serve only for that Case, unless you add an Explication to distinguish what is common to every Case, and what is proper to each; and that would be doing over and above the given Rule for the Gen. Sing. all that is necessary to make a complete Rule for every Case, according to the former Method, which I have therefore chosen in the particular Rules of the third Class, where only this Kind of Formation occurs.

(3.) In the Rules of Termination, I have not mentioned the *Vocative* nor *Ablative* Plural, nor what is peculiar to *Neuters*, because they belong to the *General Rules*, which must be remembered along with the particular Rules of each Class; they are placed in the Examples for applying the *English*, and to show the Application of all the Rules both general and particular.

OBSERVE lastly, That the Adjectives are generally declined in Number and Case by the same Rules as *Substantives*. I have considered the Rules of the five Declensions only as they belong to Substantives; and what is peculiar to Adjectives, I thought more natural and proper to deliver in their own Place.

**METHOD of Teaching the Examples and Rules ;
in which will be seen what a Scholar must recite.**

I. For the Examples. After a Scholar is taught to read it, then,

(1.) Let him recite it in order as it stands, beginning with the Singular Number ; and, taking the Cases in order from the Nominative Singular, *first* name the Number, then each Case, and after it, the *Latin* Words with the *English*. When he can do this readily,

(2.) Let the Teacher name the *Cases*, up and down, and the Scholar recite the *Latin* and *English* together ; when this is familiar,

Let the Teacher propose the *Latin* Word in every *Case*, up and down ; and the Scholar name the *Case* and *Number*, giving also the *English* ; and if the *Latin* belongs to more than one *Case* and *Number*, name them all, and then the *English* for each separately.

(3.) Let the Teacher propose the *English* of every *Case*, up and down, and the Scholar first name the *Case* and *Number*, and then give the *Latin*.

N. B. Let all this be done twice or thrice, with the given Example, and then with other Examples of this Class. But this will come soon enough after the Rules are taught, which will make the other easier.

II. For the Rules of Termination. (1.) Let the Scholar recite them as they are set down. (2.) Let the Teacher name the Cases up and down ; and the Scholar give the *Endings*. (3.) Let the Teacher propose every Ending up and down, and the Scholar name every Case and Number to which it belongs.

N. B. The Teacher may here, upon the second and third Articles, make Questions to bring in the *General Rules*.

III. For the Rules of Formation, (1.) Let the Scholar repeat them ; then, (2.) propose the Example in any Case, and let him shew the Formation ; for Example, in the first Class, ask how is *penna* formed, the Answer is, from *penna*, changing *a* to *e*, and so of others, according to the Rules ; and propose as many Cases in every Example of every Class, as you think fit, till the Thing is familiar.

OBSERVE, When a Scholar comes to practise Declining upon other Examples than those set down and declined, the Usefulness of the Rules will be manifest ; because having once distinguished the Radical Part, which goes thro' all, his Attention is required only to the Endings and Formation : So that it becomes the same Thing in Effect, to practise upon Examples, or upon the Terminations alone ; and rather best upon these, because they relate to all Examples alike, and so are easily applied to any, where there are no Exceptions, which must be learned particularly by themselves.

IV. It

IV. It will not be amiss also, to give a Boy Examples every Night, to be wrote out (in Form of the *Examples* set down) and brought to School next Day for Examination.

When the first Declension is in this Method become familiar, the others, which are to be done the same Way, will be easy ; in which the *English* needs not to be applied, seeing it is done the same Way in all Substantives ; and therefore I have set down the *English* for the *Theme* only.

FIRST DECLENSION.

EXAMPLE.

Cas.	Lat. Sing.	Engl.	Lat. Pl.	Engl.	More Examples.
N.	penn—a,		a,		Musa, a Song.
G.	a,	of	arum,		Poeta, a Poet.
D.	a,	to	is,		Tunica, a Coat.
Ac.	am,		as,		Toga, a Gown.
V.	a,	o	a,		Stella, a Star.
Ab.	a, with		is,		Umbra, a Shadow.

RULES to be recited.

1. of Termination.				2. Formation.	
N.	AB. a	N.	a.	Change the Ending of the	A few Words
G.	D.	G.	arum.	Theme to those of the	make the D.
Acc.	am	D.	is.	other Cases that differ	Pl. abus—
		Acc.	as.	from it, [what is be-	Example, Filia-
				fore that Ending being	filiabus, a
				Radical.]	Daughter.

N. B. Grammarians commonly bring into this Class a few Words ending in *as*, *es*, and *e*, which are Names of Men, Women, and Arts ; but they are declined by other Rules, especially those in *es* and *e*, after the *Greek* Manner ; and being from that Language, they ought to be considered by themselves. I see no Reason therefore to trouble a Beginner with them, as they are very few, and rarely occur, which the Teacher may then explain.

Observe, for the *English*,

Some Cases have various Articles proper to them ; here I have only put one to each, as sufficient to practise the *Latin* by, with a corresponding Sense. Others you see below.

And tho' there be no need to apply *English* to the *Latin*, in the other Declensions, being done the same Way in all, it will yet be necessary that a Scholar be very familiar with the *English* Articles, which I call *Signs of Cases*, i. e. of the *Latin* Cases, to which they corre-

correspond in Signification, and by which they are to be translated into *Latin*; as the *Latin* Cases are translated into *English* by these Signs.

For as to Case, it is not a Term proper to *English Grammar*, considering that Language in itself, whose Substantives have no Grammatical Cases, except what is called the *English Genitive*, of which below. The *Relations* signified by the Word *Case* being expressed here, not by various Endings of the Substantives, but by these Articles, as you see in the preceeding Examples; so that they are *Signs* of Cases only in the Sense of signifying these Relations, but not Signs of any grammatical Case, or Variation in the *English* Substantives; yet with respect to the *Latin* grammatical Cases, whose Sense they generally, tho' not always, express, they are *Signs* of them, so far as they serve to direct in making *Latin* from *English*, or *English* from *Latin*; which is the only Sense in which I call them *Signs of Cases*.

A Scholar ought to be exercised in these Signs separately by themselves, before he proceeds further, accordingly to the following

S C H E M E.

Of *English Signs*,

Of CASES—to be recited.

N. Acc. <i>a</i> or <i>the</i> Singular,	}	
and <i>the</i> Plural		
G. of	}	for both Numbers.
D. to and for		
V. o		
Ab. with, from, in, by, &c.		

and Method of Exercise.

1. Let the Scholar recite the Scheme as it stands.
2. Ask him the Signs of every Case proposed up and down.
3. Ask him to what Case every Sign proposed up and down belongs.

N. B. The Number needs not be mentioned either in Question or Answer, because the Signs are of both Numbers; except, 1.

When the Sign *a* is proposed, then to the Name of the Case let him add *Singular*; and, 2. When N. or Acc. are proposed, the Signs with the Number must be recited as in the Scheme.

Further Instructions for the *English*;

Which it will be enough to read without reciting, except the Rules for the *Plural*, and the *English Genitive*.

- 1° Instead of *a*, which is used only before a Consonant, *an* is used before a Vowel; Example, a Man, an Ox.
- 2° When *a* or *an* is used in the Singular, the N. Plural takes no Article, as a Book, Books; but, if the Singular takes *the*, so does the Plural; as, the Book, the Books.
- 3° In every Case the Sign of the N. is retained, and its own Sign prefixed; except the Voc. takes only its own Sign.
- 4° There is often no Nom. Article used in the Singular, and so neither is there in the Plural.

OBSERVE. If there is no *Sign* of another *Case* (in a Sentence) this Want of the *N.* Article shews, that that Substantive corresponds to the *Latin* *N.* or *Acc.* Case, except when it comes after a few *Verbs* where it is in the *Dat.* Sense; whose Article is omitted, because it is easily understood. *Example,* Give God Praise, *i. e.* Give Praise to God. And then,

5° Again, as the *Nom.* and *Acc.* have the same Signs in *English*, they are to be distinguished only by the Sense and Construction in a Sentence; and sometimes too, the *Latin* will be *Abl.* when the *English* has no Sign, or only that of the Nominative. These Things will be considered more particularly in the *Latin Syntax*.

N. B. Several other Things relating to the *English Articles*, you'll find in the *English Grammars*; where you'll see to what Part of Speech they properly belong in the *English*, and whether they ought all to be called Articles or no. I have here called them *Signs of Cases*, with regard to the *Latin* only. But it is disputed whether all of them are properly Signs of Cases, even with respect to the *Latin*; about which it will not be improper to say something here: But I'll first set down these two

Practical Rules for the English to be recited.

I. For the Plural Number, the *English* forms it by this general Rule; add *s* to the Singular, and this makes it Plural, and if the Singular ends in *f*, *x*, *sb*, *cb*, add *es*.

Examples. A Book, Books; a Table, Tables; Afs, Affes; Box, Boxes; Fish, Fishes; Church, Churches.

[But this Rule has many Exceptions; as *Man, Men*; *Ox, Oxen*; *Calf, Calves*; *Mouse, Mice*; to be learnt by Practice, and the Help of Collections, as you'll find in *English Grammars*.]

II. For the *English Genitive*, to the *N.* add *'s*.

[apostrophied, as they call it, to distinguish it from the Plural.]

Examp. John's Book, *i. e.* the Book of John; Mens Labour, *i. e.* the Labour of Men.

N. B. This is called the *English Genitive*, to distinguish it from the Genitive expressed by the Article *of*. As to which,

OBSERVE, That as a Genitive commonly depends upon another Substantive, the *English Genitive* is placed before the Substantives on which it depends; but the Genitive by *of* comes after that Substantive, which a Scholar must carefully mind, when he comes to make *Latin* from *English*.

You'll find some other Things relating to this *Genitive* explained in the *English Grammars*.

The

The Question considered, concerning the Propriety of calling the *English* Articles, *Signs of Cases*.

In what Sense I call them so, has been explained : But as I have said, it is disputed whether all of them are properly so.

Now *a* and *the*, without another Article before them, are allowed to be *Signs* of the *Nom.* and *Accus.* and *o* of the *Voc.*—But the rest, they say, are not always, and some of them never proper *Signs* of *Cases*. The Reason given is, that all these Articles being in their own Nature *Prepositions* in *English*, some of them have always a *Latin* Preposition answering to them ; and others have it in some particular Senses in which they are used ; for the *Prepositions* have various Significations. From this Distinction, they understand by the *Sign* of a *Case*, such Articles only as have no *Latin* Preposition answering to them, in that Sense in which they are used. Hence, according to this Definition (which I own is the most exact and proper) they justly infer, 1. that the Genitive and Dative Articles, *of*, *to*, *for*, having sometimes a Sense to which no Preposition answers, are then proper *Signs* of these *Cases*. But having sometimes a Sense to which a *Latin* Preposition answers, they are not then *Signs* of the *Latin* *Case*, which in this Circumstance depends immediately upon the *Latin* Preposition, according to the *Latin* Rules, and not on the *English*. And this Inference is so much the more just here, because these *Latin* Prepositions take after them another *Case* than what the *English* are called *Signs* of. 2. That the Ablative Articles *with*, &c. are never proper *Signs* of that *Case*, because they have all some *Latin* Preposition answering to them in every Sense ; and tho' they always require the *Ablative* after them, yet this depends upon the *Latin* Preposition and Rule, and not upon the *English*. The *Latin* Preposition is indeed often omitted, yet the *Case* depends upon it as understood, tho' not expressed : But, notwithstanding this more accurate Notion of the Thing, we may, in a remote and less proper Sense, call the Ablative Articles *Signs* of *Cases*, as the corresponding *Latin* Substantive is always put in that *Case*, tho' with the Intervention of a *Latin* Preposition.

And in such Circumstances, where this Preposition is commonly and better omitted, (as you'll see in *Syntax*) they are with less Impropriety *Signs* of that *Case* ; though they do not show when the *Latin* Preposition is to be omitted, which depends upon other Rules.

Then for the Genitive and Dative Articles, when they have the Signification of a *Latin* Preposition, they are in the same remote Sense *Signs* of the *Case* that the *Latin* Preposition requires ; which being different from that of which they are the proper *Signs*, we may say of them that they are always *Signs* of *Cases* ; proper *Signs* of some *Cases*, and remote *Signs* of others, *of* being then a *Sign* of the *Ablative*, *to* and *for* of the *Accusative*, and *for* sometimes of the *Ablative* with the *Latin* Preposition omitted.

In this View several other *English* Prepositions will be Signs of the *Accusative*, and some of the *Ablative*; and for this Reason some Authors set these among the Signs of the *Ablative*, viz. at, on, upon, thro', than.

Upon the whole, it is to be observed, that the Correspondence of the *English* Signs with the *Latin* Cases is only a general Rule, which has many Exceptions; for the *Latin* Cases are not always englished by these Signs, nor they always rendered into *Latin* by these Cases, owing not only to the Ambiguity of the Signs, but the different Phraseology of the two Languages. Practice, with a Teacher's Help, will bring on a Scholar gradually in this; of which something will be particularly explained in the following Syntax, till a larger Acquaintance with the two Languages, and a more perfect Grammar complete it.

Second DECLENSION.

EXAMPLES.

S.		Pl.			S.	Pl.			S.	Pl.
N.	puer	i			Vent-us	i			Regn-um	a
G.	i	orum			The Wind	i			orum	orum
D.	o	is			um	os			um	is
Ac.	Boy um	os			The	e			um	a
V.	A Boy	i			o	i			A Kingdom	a
Ab.	A Boy	is			o	is			A Kingdom	is

N. B. All in *um* are Neuters.

RULES to be recited.

1. Of Termination.	2. Formation.	* Exception.
S. P.		
N. er, us, N. i	1. To or add	To the Voc. (1st G.R.)
um	the Endings of the	The Theme in <i>us</i> makes
G. i	other Cases.	Voc. fin. <i>e</i> .
D. Ab. o	2. <i>Us</i> and <i>um</i>	But <i>Deus</i> God, is re-
Acc. um	by Change.	gular; and proper Names
	N. B. Most in	in <i>ius</i> , with <i>filius</i> , drop <i>us</i> .
	er drop <i>e</i> , as <i>Li-</i>	Ex. <i>Georgius</i> , V. <i>Georgi</i> ,
	ber, a Book. G. sing. <i>Libri</i> , &c.	<i>Filius</i> , <i>Fili</i> .

N. B. 1. Some take into this Class a few Themes in *os* and *on*: But as they are *Greek* Words, and often changed to *us* and *um* in *Latin*, the Consideration of them is not fit for Rudiments; they must be explained as they occur, and a complete View of them sought in a larger Grammar.

2. There is one Substantive in *ir*, which belongs also to this Class; but as there is only one, with a few of its compounds, I have

the LATIN TONGUE.

21

have not burdened this *Scheme* with it, and add it here, because it frequently occurs, viz. *Vir*, a Man. *G. Viri*, &c. (by adding)

Third DECLENSION.

EXAMPLES.

S.	Pl.	S.	Pl.	S.	Pl.
N. Vat	- es es	Præful	is es	Guttur (n)	a
G. Prophet.	is um		is um		is um
D.	i ibus	A Bishop.	i ibus	The Throat.	i ibus
Acc.	em es		em es		a
V.	es es		es es		a
Ab.	e ibus	A	e ibus	The	e ibus

So decline *Canis*, a Dog. *Soror*, a Sister. *Canon*, a Rule. *Jubar*, a Sun-beam.

RULES.

1. Termination.

N. a, e, o, l, n, r, f, x.
S. Pl.

G. is
D. i | N. Acc. es
Acc. em | G. um
Ab. e | D. ibus

There are some Exceptions.
See the Supplement.

2. Formation.

1. All in *l*, with most in *es* and *is*, by *Change*.
2. All others by *Adding*.

N. B. Whereof some are by simple Adding, but most are mixed.

See the Supplement.

OBSERVE, 1. Grammarians distinguish a great many Terminations for the *Theme* of this Declension, by taking in the Letter before the final, which they have Reason to do when they give particular Rules for a great Variety of Exceptions, or particular Formations in this Class; but the final Letter was enough in the general Rule; in which observe, I have not put the Finals *c, d, t*, that belong also to this Class; which, not to clog the Scheme, I have added in the Supplement to the Accidents, because there are but one or two Examples in each.

2. This Class is the most difficult of all, both for the Exceptions to the Endings of Cases, and their Formation. What I have done above, is sufficient for the first Course: but as there must be frequent Repetitions of every Thing in the first Course, when they have once gone thro' all the Accidents, it will be necessary to go thro' the whole in a second Course, before they enter upon reading or making *Latin*; and then what was not proper before, must now be taken in, which you have in the Supplement.

In this View several other *English* Prepositions will be Signs of the *Accusative*, and some of the *Ablative*; and for this Reason some Authors set these among the Signs of the *Ablative*, viz. at, on, upon, thro', than.

Upon the whole, it is to be observed, that the Correspondence of the *English* Signs with the *Latin* Cases is only a general Rule, which has many Exceptions; for the *Latin* Cases are not always englished by these Signs, nor they always rendered into *Latin* by these Cases, owing not only to the Ambiguity of the Signs, but the different Phraseology of the two Languages. Practice, with a Teacher's Help, will bring on a Scholar gradually in this; of which something will be particularly explained in the following Syntax, till a larger Acquaintance with the two Languages, and a more perfect Grammar complete it.

Second DECLENSION.

EXAMPLES.

S.	Pl.	S.	Pl.	S.	Pl.
N. puer	i	Vent-us	i	Regn-um	a
G. i	orum	Wind i	orum	Kingdom i	orum
D. o	is	Wind o	is	Kingdom o	is
Ac. A Boy um	os	The Wind um	os	A Kingdom um	a
V. i		The e*	i	A Kingdom um	a
Ab. A Boy o	is	The o	is	A Kingdom o	is

N. B. All in *um* are Neuters.

RULES to be recited.

1. Of Termination.	2. Formation.	* Exception.
S. P.		
N. er, us, N. i	1. To or add	To the Voc. (1st G.R.)
um	the Endings of the	The Theme in <i>us</i> makes
G. i	other Cases.	Voc. fin. <i>e</i> .
D. Ab. o	2. <i>Us</i> and <i>um</i>	But <i>Deus</i> God, is re-
Acc. um	by Change.	gular; and proper Names
	N. B. Most in	in <i>ius</i> , with <i>filius</i> , drop <i>us</i> .
	er drop <i>e</i> , as <i>Li-</i>	Ex. <i>Georgius</i> , V. <i>Georgi</i> ,
ber, a Book. G. fing. <i>Libri</i> , &c.		<i>Filius</i> , <i>Fili</i> .

N. B. 1. Some take into this Class a few Themes in *os* and *on*; But as they are *Greek* Words, and often changed to *us* and *um* in *Latin*, the Consideration of them is not fit for Rudiments; they must be explained as they occur, and a complete View of them sought in a larger Grammar.

2. There is one Substantive in *ir*, which belongs also to this Class; but as there is only one, with a few of its compounds, I have

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have not burdened this *Scheme* with it, and add it here, because it frequently occurs, viz. *Vir*, a Man. *G. Viri*, &c. (by adding)

Third DECLENSION.

EXAMPLES.

S.	Pl.	S.	Pl.	S.	Pl.
N. Vat - es	es	Præful	es	Guttur (n)	a
G. is	um	is	um	is	um
D. i	ibus	i	ibus	i	ibus
Acc. em	es	em	es		a
V. es	es		es		a
Ab. e	ibus	e	ibus	e	ibus

So decline *Canis*, a Dog.

Soror, a Sister.
Canon, a Rule.

Jubar, a Sun-beam.

RULES.

1. Termination.

N. a, e, o, l, n, r, f, x.
S. Pl.

G. is
D. i
Acc. em
Ab. e
N. Acc. es
G. um
D. ibus

There are some Exceptions.
See the Supplement.

2. Formation.

1. All in *l*, with most in *es* and *is*, by *Change*.
2. All others by *Adding*.

N. B. Whereof some are by simple Adding, but most are mixed.

See the Supplement.

OBSERVE, 1. Grammarians distinguish a great many Terminations for the *Thema* of this Declension, by taking in the Letter before the final, which they have Reason to do when they give particular Rules for a great Variety of Exceptions, or particular Formations in this Class; but the final Letter was enough in the general Rule; in which observe, I have not put the Finals *c, d, t*, that belong also to this Class; which, not to clog the Scheme, I have added in the Supplement to the Accidents, because there are but one or two Examples in each.

2. This Class is the most difficult of all, both for the Exceptions to the Endings of Cases, and their Formation. What I have done above, is sufficient for the first Course: but as there must be frequent Repetitions of every Thing in the first Course, when they have once gone thro' all the Accidents, it will be necessary to go thro' the whole in a second Course, before they enter upon reading or making *Latin*; and then what was not proper before, must now be taken in, which you have in the Supplement.

New RUDIMENTS of

Fourth DECLENSION.

EXAMPLE.

S.	Pl.
N. Man -us	us
G. us	uum
D. ui	ibus
Acc. um	us
Voc. us	us
Ab. u	ibus

More Examples.

Fructus, *Fruit.*
 Domus, *a House.*
 Exercitus, *an Army.*
 Ritus, *a Ceremony.*
 Vultus, *the Countenance.*
 Tumultus, *an Uproar.*

RULES.

1. Termination.

S.	Pl.
N. G. us	N. Acc. us
D. ui	G. uum
Acc. um	D. ibus
Ab. u	

2. Formation.

By
Change.

OBSERVE.

All Substantives
in *u* are Neuters
undeclined in the
Singular, and re-
cognized in this Class
for the Plural.

Except.

Several make the D. Plural. -ubus.

As Arcus, *a Bow,* Veru, *a Spit.*

-ubus

-ubus

Jesus makes Jesu in all Cases but the Accus.

Example.

Cornu, *a Horn.*

Pl.	N.A. Cornua
	G. uum
	D. Ab. ibus

Fifth DECLENSION.

EXAMPLE.

N. Di -es	es
G. ei	erum
D. ei	ebus
Acc. em	es
Abl. e	ebus

RULES.

1. Termination.

S. Pl.

N. Ac. es

G. D. ei

Acc. em

Abl. e

2. Form.

S. Pl.

N. Ac. es

G. erum

D. ebus

Abl. e

By

Change.

More Examples:

Res, *a Thing.*
 Facies, *the Face.*
 Species, *a Show.*
 acies, *an Army*
in Array.

A R T. III.

Of Irregularity in Declining, particularly of SUB-
STANTIVES.

Irregularity, in general, is the Deviation, or varying from a Rule, of which there are several Branches in the declining of Substantives, a full and particular Account of which belongs not to the Rudiments. What is proper and necessary for Beginners, you have partly in the Exceptions to the preceeding Rules; for all Exceptions are no doubt Irregularities with respect to that Rule to which

which they are Exceptions ; yet Grammarians, by irregular Substantives, understand peculiarly some that have a more remarkable Irregularity, which they distinguish into three Classes, *Defectives*, *Variable*, and *Redundant*. And tho' none are more irregular than certain Substantives called *Pronouns*, they have chosen to consider them, not as *Irregulars*, but as of a distinct *Part of Speech* declined by their proper Rules ; and as I make them Substantives, they are *Irregulars* so peculiarly, as to be reducible to none of the preceeding five Declensions ; which being of frequent Use from the very Beginning, are necessary in the Rudiments. What they are, and how declined, I'll now show, after defining the Word. — Thus

I. A Pronoun (in general) signifies a Word used in Place of a Noun Substantive or Adjective.

[But still, as to their Grammatical Nature and Use, they are Substantives or Adjectives.]

Of Pronoun Substantives.

II. A Pronoun Substantive is a Substantive used instead of the proper Name of any *Person* or *Thing*.

III. There are three Pronoun Substantives, *Ego*, *tu*, *se*.

Declined and Englished thus :

Sing.		Pl.		Sing.		Pl.	
N. Ego	I	nos	we	Tu	thou	vos	ye
G. mei	me	nostrum	us	tui	thee	vestrum	you
D. mihi		nobis		tibi		vobis	
Ac. me		nos		te		vos	
Ab. me							

S. and Pl.							
Acc. Ab.	se	Sing. Himself. Herself. Itself. One's self. Plural. Themselves.					
G.	sui						
D.	sibi						
N. B. Mind in English to put the Articles before <i>me</i> , <i>us</i> , <i>thee</i> , <i>you</i> .				N. B. Tho' <i>you</i> is properly Plural, it is commonly used for all Cases, both Singular and Plural.			
				<i>Ego</i> and <i>se</i> have no <i>Voc.</i> and <i>se</i> no <i>N.</i> Also for <i>nostrum</i> , <i>vestrum</i> are sometimes used <i>nostri</i> , <i>vestri</i> .			

OBSERVE, None of the Words put for the Cases of *ego*, and the Plural of *tu*, are from these *Themes* ; and are Cases of them only, as having the same Signification with Cases formed from them.

Again, these are called personal Pronouns, and distinguished thus, *ego* the first Person, *tu* the second, *se* the third. And indeed all other Substantives are called the third Person; and this Distinction of *Persons* is reckoned commonly by Grammarians, an Accident of Substantives, but very improperly; for it is a mere Denomination, as Gender is: the Reason and Use of which arising from a certain Variation in Verbs, will be explained when we come to that, where I'll show the Reason why these Pronouns were invented also.

CHAP II.

OF ADJECTIVES.

A R T. I.

Of their Nature and Accidents.

I. An Adjective signifies some *Quality* or *Circumstance*, with Reference to another Thing.

EXAMPLES.

Bonus, good; *Felix*, happy:

[Signify the Qualities, Goodness, Happiness, considered not abstractly and simply by themselves, but as referred to some other Thing to which they belong; therefore that other Thing is always express'd or understood with an Adjective.] And hence,

II. A Word is known to be an Adjective in *English*, if the Substantive *Thing* (or Name of any particular Thing) after it, makes complete Sense. Thus:

Example. *Good* and *happy* are Adjectives, because a good Thing, a happy Man, make Sense.

III. The Accidents of an Adjective are three, *Number*, *Case*, and *Gender*.

[Why I have not made Comparison an Accident of an Adjective, you'll see afterwards.]

IV. *Number* and *Case* are the same in Adjectives as in Substantives.

[According

[Accordingly there are two Numbers, Singular and Plural, and six Cases, Nominative, Genitive, &c.] As to which,

OBSERVE, They are a mere grammatical Conformity to the like Variation of a Substantive, without any real Use or Necessity, because they express nothing but what the Variation of the Substantive does: But *Gender* is a very different Thing in an Adjective from what it is in a Substantive; there it is a mere Denomination, here it is a proper grammatical Accident; which I define thus:

V. *Gender* of an Adjective, is a Variation of several Endings in one and the same Case;

[all signifying the same Thing, but each applied with certain Substantives, and no other.]

VI. There are three *Genders*, [or Variations so called, for a Reason which you'll see afterwards] the *Masculine*, *Feminine* and *Neuter*. As to which,

OBSERVE, 1. That according to the Definition, three *Genders*, strictly and properly speaking, signify three Endings in the same Case; yet so it is in Fact, that every Case has not three Endings in any Adjective; and many Adjectives have not three Endings in any Case; some Cases have but two, one of which takes two Names of *Gender*, and the other takes one, as below. Some have but one Ending, which is said to be of all *Genders*, tho' properly speaking it has no *Gender*; because this consists in Variety, and is said to be of all *Genders*, only because it is applied with Substantives of all *Genders*.

2. I have defined the *Gender* of an Adjective as a mere Variation of Ending, or grammatical Accident, without regard to any natural Accident, or Circumstance of Things signified by it; because tho' occasioned by such, (as you'll see below) yet this is not always regarded, either in the Variety or Application; and so far answers not the Design of distinguishing any natural Circumstance, as grammatical Variety ought to do; or if it did, (as in some measure it does) it would serve no real Use or Purpose (as I will also show): Therefore as to its Use upon the whole, we may consider it as a mere grammatical Accident, contrived for Variety only; so that knowing how this Variety is formed in Adjectives, and with what different Substantives each *Gender* of the Adjective is applied, you know all that's necessary for Practice.

I'll therefore, 1. show how Adjectives are declined; then, 2. explain the Origin, Use, and Defect of their *Gender*; from whence show the Reason of distinguishing Substantives into three Classes of *Gender*. 3. The declining of irregular Adjectives. 4. The Comparison of Adjectives. And for the Application of *Gender*, or knowing with what Substantives each *Gender* of the Adjectives is applied,

I'll

I'll give the General Rules in a Supplement to the Accidents, with other Things proper for a second Course.

A R T. II.

Declining of ADJECTIVES.

VII. The Theme of an Adjective is [i. e. *expresses*] the Nominative singular, and Masculine Gender, [when it has Variety.]

N. B. Before we proceed, you must know, that the Gender of an Adjective is considered primarily in the Nominative singular, which is the proper and peculiar Declining of an Adjective, upon which depends the declining of other Cases and Numbers; therefore we begin with,

VIII. 1. Rules for the Gender, Nominative singular, called Gendering of an Adjective.

1 ^o Termination.	2 ^o Formation.	Examples.
<i>m. f. n.</i>		
1. { <i>us</i> } { <i>er</i> } <i>a, um</i>	1. From <i>er</i> , by adding.	bon- <i>us a um</i> , good. tēnēr <i>a um</i> , tender.
2. <i>is</i> <i>e</i>	2. From <i>o</i> .	* <i>vafer a um</i> , crafty.
3. <i>or</i> <i>us</i>	thers by Change.	mit- <i>is e</i> , mild.
4. All others are ungendered.	N. B. <i>er</i> com- monly drop <i>e</i> *	mel- <i>or us</i> , better. felix, happy—sapiens, wise.

OBSERVE (1^o) The Rules for the Terminations are to be repeated thus,

If the *m.* be *us* or *er*, the *f.* is *a*, and the *n.* *um*.

If the *m.* be *is*, the *f.* is the same, and the *n.* *e*.

If the *m.* be *or*, the *f.* is the same, and the *n.* *us*.

All others (than *us*, *er*, *is*, or) are ungendered.

In which manner only the Rules might have been delivered; but the preceeding Form, after it is thus understood, has the Advantage of shewing the whole at one Glance.

(2^o) For Practice in these Rules.

Make a Scholar recite the Gendering of the Example set down, and then propose others for him to gender the same way, naming the Gender with every Ending; then let him recite the Rule by which it is done, both for the Termination and Formation; and if the Theme has but one Ending, he answers, that it is ungendered, because it neither *us*, *er*, *is*, nor *or*.

the LATIN TONGUE.

16

2. Declining for the other Cases.

OBSERVE, Every Gender (or Ending) of the Nominative singular is considered by itself as a distinct Word, and declined separately thro' Case and Number, which is done by the same Rules as Substantives; therefore all we want here, is to know the Class of Substantives, by whose Rules any Gender or Ending of the Nominative is declined, through the other Cases and Numbers; and these Cases being found, the Variety that happens in each, as it comes from the different *Genders* of the N. S. make the *Genders* of that Case, which have the same Denomination as the Nominative.

IX. General Rules to know the Class for the other Cases and Numbers.

1. N. Sing. in *a* is of the first Class. —[i. e. From Nominatives of these Endings, the other Cases in both Numbers are formed by the Rules of these Classes of Substantives.]
2. — *or, um, & us, masc.* of the second.
3. All others of the third.

Examples. *Bonus, bonum*, and *tener*, are 2d; *bona* 1st; *felix* 3d.

X. Particular Rules for the third Class.

1^o Tho' the Nominative Singular has but one Ending, the two Accusatives and Nominatives Plural must have two; one by the Rule of the Class, which is *m.* and *f.* the other by the General Rule of Neuters, which is *n.*

2^o The Ablative Singular is *e* or *i*; Gen. Pl. *ium*; Nom. Pl. *ia*. —But *is, e* commonly take *i* only, and *or, us* take always *um, a*.

3^o In Formation, *us* is changed to *or, x* to *e*, and *us* to *ut*.

N. B. As to the 1st Rule, when the Nominative Sing. has but one Ending, the giving to the Accusatives and Nominative Pl. two, is a whimsical Peculiarity, which has no Foundation from the Nominative Sing. (as it ought to have) excepting the groundless Notion of its being of all *Genders*, joined with the General Rule for the Accusatives and Nom. Pl. of Neuter Substantives.

But for the 2d and 3d Rule, they are agreeable to some particular Rules of Substantives.

Adjectives have Irregularities both in Gender and Declension; for which see the Supplement.

For Practice of these Rules.

1^o Make a Scholar recite the General Rules, after which propose the Themes of several Adjectives, which he is to gender (by the

I'll give the General Rules in a Supplement to the Accidents, with other Things proper for a second Course.

A R T. II.

Declining of ADJECTIVES.

VII. The Theme of an Adjective is [i. e. *expressee*] the Nominative singular, and Masculine Gender, [when it has Variety.]

N. B. Before we proceed, you must know, that the Gender of an Adjective is considered primarily in the Nominative singular, which is the proper and peculiar Declining of an Adjective, upon which depends the declining of other Cases and Numbers; therefore we begin with,

VIII. 1. Rules for the Gender, Nominative singular, called Gendering of an Adjective.

1 ^o Termination.	2 ^o Formation.	Examples.
<i>m. f. n.</i>		
1. { <i>us</i> } <i>a, um</i>	1. From <i>er</i> , by adding.	bon- <i>us a um</i> , good.
2. <i>is e</i>	2. From <i>o</i> .	tener <i>a um</i> , tender.
3. <i>or us</i>	thers by Change.	* <i>vafer a um</i> , crafty.
4. All others	N. B. <i>er com-</i>	mit- <i>is e</i> , mild.
are ungendered.	monly drop <i>e</i> *	meli- <i>or us</i> , better.
		felix, happy— <i>sapiens, wife.</i>

OBSERVE (1^o) The Rules for the Terminations are to be repeated thus,

If the *m.* be *us* or *er*, the *f.* is *a*, and the *n.* *um*.

If the *m.* be *is*, the *f.* is the same, and the *n.* *e*.

If the *m.* be *or*, the *f.* is the same, and the *n.* *us*.

All others (than *us*, *er*, *is*, or) are ungendered.

In which manner only the Rules might have been delivered; but the preceeding Form, after it is thus understood, has the Advantage of shewing the whole at one Glance.

(2^o) For Practice in these Rules.

Make a Scholar recite the Gendering of the Example set down, and then propose others for him to gender the same way, naming the Gender with every Ending; then let him recite the Rule by which it is done, both for the Termination and Formation; and if the Theme has but one Ending, he answers, that it is ungendered, because it neither *us*, *er*, *is*, nor *or*.

the LATIN TONGUE.

2. Declining for the other Cases.

OBSERVE, Every Gender (or Ending) of the Nominative singular is considered by itself as a distinct Word, and declined separately thro' Case and Number, which is done by the same Rules as Substantives; therefore all we want here, is to know the Class of Substantives, by whose Rules any Gender or Ending of the Nominative is declined, through the other Cases and Numbers; and these Cases being found, the Variety that happens in each, as it comes from the different *Genders* of the N. S. make the *Genders* of that Case, which have the same Denomination as the Nominative.

IX. General Rules to know the Class for the other Cases and Numbers.

1. N. Sing. in *a* is of the first Class.
 2. — *or, um, & us, masc.* of the second.
 3. All others of the third.
- [i. e. From Nominatives of these Endings, the other Cases in both Numbers are formed by the Rules of these Classes of Substantives.]

Examples. *Bonus, bonum*, and *tener*, are 2d; *bona* 1st; *felix* 3d.

X. Particular Rules for the third Class.

1^o Tho' the Nominative Singular has but one Ending, the two Accusatives and Nominatives Plural must have two; one by the Rule of the Class, which is *m.* and *f.* the other by the General Rule of Neuters, which is *n.*

2^o The Ablative Singular is *e* or *i*; Gen. Pl. *ium*; Nom. Pl. *n. ia.* — But *is, e* commonly take *i* only, and *or, us* take always *um, a.*

3^o In Formation, *us* is changed to *or, x* to *e*, and *us* to *nt.*

N. B. As to the 1st Rule, when the Nominative Sing. has but one Ending, the giving to the Accusatives and Nominative Pl. two, is a whimsical Peculiarity, which has no Foundation from the Nominative Sing. (as it ought to have) excepting the groundless Notion of its being of all *Genders*, joined with the General Rule for the Accusatives and Nom. Pl. of Neuter Substantives.

But for the 2d and 3d Rule, they are agreeable to some particular Rules of Substantives.

Adjectives have Irregularities both in Gender and Declension; for which see the Supplement.

For Practice of these Rules.

1^o Make a Scholar recite the General Rules, after which propose the Themes of several Adjectives, which he is to gender (by the

New RUDIMENTS of

the preceding Rules) and then to say by what Class (of Substantives) each Gender is declined thro' Case and Number.

The declining them thro' the Cases, seeing it is the same as that of Substantives, is not necessary, unless you should think fit to try by an Example, or two, how he remembers the Rules; and if so, let him do it by declining the Cases from each Gender of the Nominatives, separately by themselves, as distinct Words.

It will be proper, however, to make him apply the particular Rules; therefore,

2^o Make him recite the particular Rules, and then apply them to Examples in these Cases to which they belong.

OBSERVATION

On the common Method of teaching and practising the declining of Adjectives.

The Method is, without any previous Rules, to set one or two Examples of Adjectives, that have three, two, and one Ending in the Nominative Singular, with all the other Cases for every Gender, in the Manner of the following Examples.

Then for the practising of these Examples, by which a Scholar is left to do others, without any Rule or further Direction for the Imitation of them; he is made to recite the Cases in Order; taking all the Endings of every one Case together, as they stand in one Line in the Example. Thus N. Sing. *bonus, bona, bonum, G. boni, bonae, boni, &c.*

Now, suppose the Example sufficient without Rules; What a useless Burthen is this Method of Practice? For it is plain, that the Gender of an Adjective is radically and primarily in the N. S. the Variety of which is the proper and peculiar declining of an Adjective; and this being first done, by a few simple easy Rules and Examples (as above) the most easy Way of declining thro' the other Cases, is to do it separately, from the several Genders of the N. S. as so many different Words, by the Rules of Substantives to whose Class they are referred (by the preceding easy Rules.) Thus for the *m. bonus, boni, bono, &c.* and so for the *f. bona, and n. bonum*, according to their Class; which is more easily done than the common Method, as the Rules of one Class only are to be minded at the same Time, which is all agreeable to the original Contrivance of the Thing, and the very Way the Romans themselves taught their Children, as some ancient Grammarians tell us. But even this Practice, thro' the other Cases being already familiar by the declining of Substantives, can't be necessary here, except for the Cases which have particular Rules. Hence I think the Rules and Method I have proposed sufficiently justified, and recommended as the most natural and easy.

However, as every one will take his own Way, I shall here set down Examples in the common Method, which I do also for the sake

fake of seeing in one View the whole Variation of *Gender* in Adjectives thro' all Cases, and observing the Defect of it, which I have Occasion afterwards to refer to, in showing the Consequences of that Defect.

EXAMPLES

Of ADJECTIVES,

Declined thro' *Gender*, *Number*, and *Case*; in which, *N. B.* where there is but one Ending set down, it is of all *Genders*.

<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m.</i>	<i>f.</i>	<i>n.</i>
N.	bonus	a um		i æ	a	mit	-is	e		es	ia
G.	i	æ i	orum	a -o-		is				ium	
D.	o	æ o		is		i				ibus	
Acc.	um	am um	os	as		em	e			es	ia
V.	e	a um	i	æ a		is	e			es	ia
Ab.	o	a o	is			i				ibus	
N. V. tener-a um, the rest like <i>bonus</i> .						N. B. Ab. Sing. is also <i>e</i> , but more commonly <i>i</i> .					
N. V.	felix		felic- es	ia		N. V. meli -or us		melior-es	a		
G.	felic -is		ium			G. melior is		um			
D.	i		ibus			D. i		ibus			
Acc.	em x		es	ia		Acc. em us		es	a		
Ab.	{ e or } i		ibus			Ab. { e or } i		ibus			
N. V.	sapiens		sapient -es	ia							
G.	sapient -is,		ium								
Etc. like <i>felix</i> .											

OBSERVE, From these Examples, you see that no Adjective has 3 different Endings of *Gender* in every Case; many have not three in any Case, and every Adjective has some Cases that have but two or one. Also, where there be two, one is *m.* and *f.* and the other *n.* Or, one is *m.* and *n.* and the other *f.* Where these Things happen (*i. e.* in what Cases, and from what Themes) you see in the Examples; the Reason of which in the *N. S.* is mere *Institution*, and in the other Cases it arises from the Rules of the Class, by which they are formed from the different *Genders* of the *N. S.* except the two Endings in the two Accusatives and Nominatives plural, when the *N. S.* has but one. These Things are Defects in the *Gender* of an Adjective; as I'll shew in the next Article, with the Consequences.

And

And I conclude this with observing upon

Another PRACTICE upon ADJECTIVES,

Which some Grammarians propose, *viz.* to give a Scholar several Examples of an *Adjective* and a *Substantive*, to be wrote out together thro' all their Cases, taking the Adjective in the *Gender* that agrees with the Denomination of the Substantive, which is to be told him, and the Examples to be varied so that the Adjective be different as to the Gendering of the Noun Substantive. Also, that in some Examples the Adjective and Substantive be of the same *Declension*, and in some different. This, they say, will be a good Preparation for *Syntax*; but to me it seems to be anticipating the Thing to no Purpose; because, all the End of this will be obtained, when he comes to learn the Rules of *Syntax*, which applies an Adjective to a Substantive.

A R T I C L E III.

Of the ORIGIN, USE, and DEFECT of Grammatical GENDER in ADJECTIVES.

This Variation called *Gender* in an Adjective, was occasioned by the Distinction of *Sex*, i. e. Male and Female in living Creatures, and the Want in other Things, as the Names plainly shew: for *Gender* signifies *Sex*; *Masculine*, what belongs to the *Male*; *Feminine*, what to the *Female*; and *Neuter*, what is neither *Male* nor *Female*, or of no *Sex*. And as, without this Natural Distinction, no such Variety had ever been in Adjectives, because it would have had no Foundation; accordingly, the Application corresponds to it so far, that where an Adjective has three Endings in the *Nomin. Sing.* one of them is always used, when that Adjective is applied to a Substantive which is the Name of a *Male*, and for that reason it is called *Masculine*; another with the Names of *Females*, and therefore called *Feminine*; and the third with the Names of such Things only as have no *Sex*, and therefore called *Neuter*.

Now, from this, the original Design seems plainly to have been, to make an Adjective, by a Variety of Endings in every Case, to correspond or refer to the natural Distinction of *Sex*, or want of *Sex*, in Things signified by different Substantives; which is a mere grammatical Artifice, contrived for the sake of Variety, without any real Use. For it could not be designed to shew that a *Substantive* is the Name of a *Male*, &c. which is all the further Use that can be supposed, because this is already known by the Signification of the Substantive. Supposing then this to be the original Design, and we can suppose no other, yet such is the Caprice of Language, that the Contrivance and Application has, in all Times that we know of, been such, that this Design is not perfectly answered,

both

both because the Variety is not complete, as there are not three Endings (of Gender) in every Case, which that Purpose necessarily requires; and because the Variety, such as it is, is not always applied according to the natural Distinction. For the *Masculine* and *Feminine*, applied with the Names of all *Males* and *Females*, are applied also with the Names of many Things that have no *Sex*; and the *Neuter* only with the rest of these. And hence we see,

The REASON of distinguishing SUBSTANTIVES by the Denominations of GENDER.

Were the Variety of *Gender* in an *Adjective*, even such as it is, applied exactly according to the natural Distinction, viz. that called *Masculine*, applied to the Names of all *Males*, and no other; that called *Feminine*, with all *Females*, and no other; and the *Neuter*, with all other Names; then, tho' the Ending of the *Adjective* would not always distinguish the *Sex*, because thro' the Defect of Endings, the same is applied to *Male* and *Female*, and what has no *Sex*; yet the Application would be easy, as the Signification of the *Substantive* would determine it. But as the Application is now merely arbitrary, as to the Ending of the *Adjective* (where it has Variety) applied to the Names of Things that have no *Sex*, some of these taking the *Masculine*, some the *Feminine*, and some the *Neuter* of the *Adjective*; the Signification of such *Substantive* can be no Rule for applying the *Adjective Gender*. And since there must be a Rule, as the Thing is not indifferent, none was more proper, than to distinguish *Substantives* into three Classes, by the Denominations of the three *Genders* of the *Adjectives*, that must be used with every *Substantive* in each Class; which becomes a certain Rule for applying the *Adjective Gender*.

And this is the true and only Reason of distinguishing *Substantives* by the Denominations of *Gender*; or calling any *Substantive* a *Masculine*, *Feminine*, or *Neuter*, viz. to shew that the *Masculine*, *Feminine*, or *Neuter Gender* of the *Adjective* is to be used with it, and not to shew that it is the Name of a *Male* or *Female*, or Thing without *Sex*, which is either not true, as when *Liber*, a *Book*, is called *Masculine*, and *Penna*, a *Pen*, *Feminine*; or not necessary; as when *Jacobus*, a *Man's Name*, and *Anna*, a *Woman's Name*, are called *Masculine* and *Feminine*, or *Calcar*, a *Spur*, is called *Neuter*, because their own Signification shows it. And, indeed, with respect to Names of *Males* and *Females*, since the Rule is, to apply the *Masculine* and *Feminine Gender* of the *Adjective* to all such, they need no Denomination, as other Names do; and calling them *Masculine* and *Feminine*, is only for a uniform Way of considering all *Substantives*, and ranking them all in three Classes, with respect to the Application of the *Adjective Gender*. Hence again,

For the RULES of GENDER in SUBSTANTIVES.

You see plainly, that what Grammarians call so, are more properly,

perly, Rules of *Adjectives*, i. e. for directing the Use of the *Adjective*, as to its *Gender*, when it is applied to a *Substantive*. For these Denominations of a *Substantive* teach us nothing as to the Grammatical Use of the *Substantive*; whose *Gender*, or Denomination, comes under Consideration only when it has an *Adjective* applied to it; and then the Denomination serves only to shew, what *Gender* of the *Adjective* is to be used, when it has Variety. Consequently, to ask, what *Gender* any *Substantive* is of, is only asking, (as to any practical Use) what *Gender*, or Ending so called, of an *Adjective*, is to be used with it.

The General Rules for this, which is all that's necessary for the Rudiments, you have in the Supplement.

ARTICLE IV.

Of IRREGULAR ADJECTIVES.

Observe 1. These are *Irregular*, either in *Gender*, *N. S.* or in the *Cases*, or both.

2. And as to the *Adjectives* themselves, they are of two Kinds, either *Pronouns*, or *Common Adjectives*; which I call so, to distinguish them from the former, which are of a peculiar Nature.

3. Here I take only the *Pronouns*; and of these, only such as are *simple* and *primitive*; the rest, with *common Adjectives*, I leave to the Supplement.

Of PRONOUN - ADJECTIVES.

[The Examples only to be recited.]

4. These are a Sort of *Adjectives* of a peculiar Signification, called *Pronouns*; tho' the Propriety of calling them so, is not very clear to me, seeing they do not all answer the Import of that Name, as *Substantive Pronouns* do. But this is not a Place to examine that critically (which I'll do elsewhere); I consider it therefore only as a Term of Art, to distinguish them from other *Adjectives*.

5. Again, all the *Adjectives*, called *Pronouns*, are not *irregular*. Here we have to do with such only as are so; yet in the Supplement I'll exhibit the *Regulars*, to show the whole System of these *Pronouns*, which I reckon proper for the Rudiments, because of their frequent and common Use.

The Simple and Primitive Pronoun-Adjectives Irregular, are these seven, *ille*, *ipse*, *iste*, *is*, *hic*, *quis*, *qui*.

[Distinguished into Demonstrative, Interrogative, Relative.]

N. B. As these are *Irregular*, both in *Gender* and *Case*, I'll set down the whole Declining, which is to be recited, as it stands, every

every Case in all its *Genders* together; referring, however, each to its own *Nominative*, and where there is but one, to all the *Nominatives*.

DECLINED thus,

Engl.	It, or That, for all.				They, or Those.		
	he	she					
Sing.	m.	f.	n.	Pl.	m.	f.	n.
(1.) N.	<i>ille</i>	<i>illa</i>	<i>illud</i>		<i>illi</i>	<i>illæ</i>	<i>illa</i>
G.	..	<i>illius</i>	...		<i>illo- rum</i>	<i>illa-</i>	<i>illo-</i>
D.	..	<i>illi</i>	...		..	<i>illis</i>	..
Acc.	<i>illum</i>	<i>illam</i>	<i>illud</i>		<i>illos</i>	<i>illas</i>	<i>illa</i>
Ab.	<i>illo</i>	<i>illa</i>	<i>illo</i>		..	<i>illis</i>	..

(2.) *Ipsæ* is declined like *ille*, except *ipsum* for *ipsud*; englished, *my-, thy-, your-; him-, her-, it-self*, Singular; *our-, your-, their-selves*, Plural.

Observe, for *Englishing*,

These two *Pronouns* are variously English'd, according to the different Applications of the *Latin*; but it will be enough at present to recite the *English* as it is above; after the *Latin* is recited, the particular Application will be learned by Practice, and, at a proper Time afterwards, may be read the following

EXPLICATION.

(1.) For *ille*—when it is joined to a *Substantive* (as being an *Adjective* it always may) it is englished *that*, or *those* (which are *English Pronoun-Adjectives*) — But it is often put without a *Substantive* (tho' always referring to one, mentioned, or understood) and then if it refers to a *Man*, or *Woman*, [or any thing imagined to be a *Male*, or *Female*, as the *Sun*, and *Moon*, and some *Stars*, because they are called by the Names of Men and Women — also *God* and *Angels*, which are conceived under the Notion of *Males*] — it is englished, Singular *he*, *M. she*, *F.* Plural *they*, for both *Genders*: and referring to other Things, *it*, and *they*, for all *Genders*.

N. B. *He*, *she*, *they*, are *Nominatives* only, which in other Cases make *him*, *her*, *them*, with the proper Particle. Also, *his*, *her*, *their*, are the *English Genitives*, from *he*, *she*, *they*.

(2.) For *ipse*, —*self*, and *selves* are the peculiar *English* of it; the preceding Words, *my*, &c. it borrows from another Word which is always joined to it, or understood. Example. *Ego ipse*, *I my self*; and so with *tu*, *nos*, *vos*, or any other *Substantive*, as *Liber ipse*, *the Book itself*; sometimes it has *ille* before it, and then it is *be himself*; *illa*, *she herself*; *illud*, *that itself*: it is also rendered by *very*, as *ipse liber*, *the very Book*.

Other Particulars will be easily understood as they occur.

New RUDIMENTS of

(3.) *Ille* is declined and englished as *ille*; with this Difference, that sometimes it implies *Contempt*.

(4.) *Is*, englished as *ille*, and declined thus —

Sing.	m.	f.	n.	Pl.	m.	f.	n.
N.	<i>is</i>	<i>ea</i>	<i>id</i>	<i>ii</i>	<i>ae</i>	<i>ea</i>	
G.	...	<i>eius</i>	..	<i>eorum</i>	<i>earum</i>	<i>eorum</i>	
D.	...	<i>ei</i>	..	...	<i>eis</i> or <i>iis</i>	...	
Acc.	<i>eum</i>	<i>eam</i>	<i>id</i>	<i>eos</i>	<i>eas</i>	<i>ea</i>	
Ab.	<i>eo</i>	<i>ea</i>	<i>eo</i>	...	<i>eis</i> or <i>iis</i>	...	

This.

(5.) N.	<i>hic</i>	<i>haec</i>	<i>hoc</i>
G.	...	<i>hujus</i>	..
D.	...	<i>huic</i>	..
Acc.	<i>hunc</i>	<i>hanc</i>	<i>hoc</i>
Ab.	<i>hoc</i>	<i>hac</i>	<i>hoc</i>

These.

<i>hi</i>	<i>hae</i>	<i>haec</i>
<i>horum</i>	<i>harum</i>	<i>horum</i>
...	<i>his</i>	...
<i>hos</i>	<i>has</i>	<i>haec</i>
...	<i>his</i>	...

(6,7) N.	<i>quis</i>	<i>quae</i>	<i>quid</i>	<i>qui</i>	<i>quae</i>	<i>quae</i>
	<i>qui</i>	<i>quod</i>	<i>quod</i>			
G.	...	<i>cujus</i>	...	<i>quorum</i>	<i>quarum</i>	<i>quorum</i>
D.	...	<i>cui</i>	...	<i>queis</i> or <i>quibus</i>		
Acc.	<i>quem</i>	<i>quam</i>	<i>quid</i>	<i>quos</i>	<i>quas</i>	<i>quae</i>
			<i>quod</i>			
Ab.	<i>quo</i>	<i>qua</i>	<i>quo</i>	<i>queis</i> or <i>quibus</i>		

Englished, *who*, *which*, *what*, *that*, for both Numbers. Observing, *who* is Nominative only, of which the other Cases make *whom*; also, *whose* for the *English* Genitive.

This will be enough to recite at first for the *English*.

OBSERVE, As the Themes *quis* and *qui* differ very little, and the other Cases are all the same, except that *quid* is from *quis* only: also, the *English* being generally the same, I thought it best to put them together, as a Variety only in the same Word. But there is a great Difference in the Application, even where the Word is the same in *Latin* or *English*. What remains then is only to show that different Application, which must be explained to a Scholar in a second Course of the *Accidence*, before he begins to read *Latin*.

T H U S,

1. *Quis* is used in asking a Question, and therefore called the *Interrogative* Pronoun; and englished, *who*, *what*, *which*.

2. *Qui*, Singular, is used with reference to something before mentioned, or understood, and therefore called the *Relative* Pronoun; and englished, *who*, *which*, *that*.

3. In the other Cases, which are the same from both, (except *quid*) there is the same Variety in the Use, i. e. the same Word is either *Interrogative* or *Relative*, as the Sense requires, and is accordingly englished.

BRIEFLY, [*which may be recited*]

(1.) For the *Latin*; *quis* and *quid* are *Interrogatives* only; *qui*, Singular, is *Relative* only; all the rest are both.

(2.) For

(2.) For the *English*; *what* is *Interrogative* only; *that* is *relative* only; *who* and *which* are both.

Again, *who* is applied to Persons only; the rest to Persons or other Things. Also, *that* is used only in the Nom. and Accus. Cases. In the other, *whom* and *which* are used.

OBSERVE, lastly, When the *Latin* Pronoun is joined, or referred to another Substantive, it is Englished *which* or *what* (*English* Adjectives) with a Substantive after them, express or understood—But if referred to the Name of a Person, it is *who* or *that*, [after which you cannot put a Substantive.]—But as these Words have the Sense of *which*, with a Substantive express or understood after it, this is sometimes used instead of those; and sometimes, where these are used, we must consider them in this Sense, to know in what Case the *Latin* Pronoun, when *Relative*, is to be placed; as you'll find explained in the *Syntax*. And in an *Interrogation*, we must, for the same Reason, consider *who*, as signifying *what* Man or Woman.

Also, *What* is sometimes used instead of *that which*, or *the Thing which* or *that*.

EXAMPLE.

I speak *what* I know.

ARTICLE V.

Comparison of Adjectives.

N. B. What *Comparison* is, in the common Sense of the Word, is obvious. Here I shall define it as a grammatical Term of Art, founded upon the other. Thus,

I. *Comparison* is the forming of two other Adjectives from a given one, to express a greater Degree of the same Quality comparatively. Hence,

II. There are three Degrees in Comparison, called the *Positive*, *Comparative*, and *Superlative*—

[expressed by three Adjectives, distinguished by the same Names.]

OBSERVE, (1.) The *Positive* is the given Adjective, from which the other two are formed; and expresses a supposed, but indeterminate Degree of a Quality, [to which others are compared]
As, *Doctus*, learned.

(2.) The *Comparative* expresses a greater Degree in one Thing than in another—[to which it is compared, and whose Degree is expressed by the Positive indefinitely]
As, *Doctior*, learneded.

(3.) The *Superlative* expresses a greater Degree in one than in any one of several others—[to which it is compared]
As, *Doctissimus*, the learnedest.

(4.) *Comparison* is no *proper Accident* of an *Adjective*, as it is commonly reckoned; because the three Degrees are not different Endings of one and the same Word, which belongs to a *proper Accident*, as *Number* and *Case* are of one *Substantive*; but are three distinct different *Adjectives*, having each its own *Accidents* of *Gender*, *Number*, and *Case*. And tho' the *Compar.* and *Super.* express the same *Quality* as the *Positive*; yet they apply it in a very different Manner; and are therefore no otherwise *Accidents* of the *Positive*, than the Derivation of one Word from another makes this an *Accident* of that other; which nobody says.

If it be asked, How *Comparison*, if it is no *Accident*, is brought into the *Accidence*? the Reason is, because it is a fundamental Thing in *Grammar*, and of frequent Occurrence from the Beginning of a Scholar's Reading.

Again, Some deny the *Positive* to be a Degree of *Comparison*, because it does not of itself imply a *Comparison*, as the other two do. I shall consider this more particularly in another Place; and at present say only this, That as it is the Foundation of the *Comparison*, it is a Name proper enough to distinguish this *Adjective* from the other two.

RULE of COMPARISON.

[i. e. of Forming the *Compar.* and *Super.* Adj. from the *Positive*; which I call Comparing that Adjective]

In which OBSERVE, It is the *Theme* only (i. e. the N. S. Masc. Gen.) we have to do with here. The declining of each again by *Gender*, *Number*, and *Case*, has been already taught: so that if we want the *Feminine* or *Neuter* of the *Compar.* and *Superl.* we are first to find the *Masc.* by the following Rule, and then the *Fem.* and *Neut.* by the Rule of *Adjectives*.

R U L E.

III. To the first *Case* of the *Positive* in *i*, add *or* for the *Comparative*, and *ssimus* for the *Superl.* But if the *Positive* ends in *er*, to it add *rimus* for the *Superl.*

E X A M P L E S.

<i>pos.</i>	<i>comp.</i>	<i>superl.</i>	Formed by
1. <i>Doctus</i> :	<i>doctior</i> :	<i>doctissimus</i> ,	} adding <i>or</i> and <i>ssimus</i> to the G. <i>Docti</i> .
Learned :	learneder :	the learnedest.	
2. <i>Tener</i> :	<i>tenerior</i> :	<i>tenerimus</i> ,	} adding <i>or</i> to the G. <i>teneri</i> ; and <i>rimus</i> to <i>tener</i> .
Tender :	tenderer :	the tenderest.	
3. <i>Felix</i> :	<i>felicior</i> :	<i>feliciissimus</i> ,	} adding <i>or</i> and <i>ssimus</i> to the Dat. <i>felici</i> .
Happy :	happier :	the happiest.	

OBSERVE, The *English* regularly forms the *Comparative* by adding *er*, and the *Superlative* by adding *est* to the *Positive*; or *r* and *ss*, if the *Positive* ends in *e*, as *safe*, *safer*, *safest*; excepting a few

a few Irregulars (of which below) whose *Latin* is also irregular. But both *Latin* and *English* express these Degrees another Way, as you'll see below.

For Practice in the Latin,

Propose other Examples of *Positives* that are regularly compared; and let the *Scholar* form the *Comp.* and *Superl.* by the Rule, and express the *Formation* as above.

And here I must OBSERVE, That some *Authors* propose a very burthensome and needless Task, viz. to make a Learner decline all the three Degrees together through all their *Genders*, *Numbers*, and *Cases*: thus:

N. S.	{	m. doctus	:	doctior	:	doctissimus.
		f. docta	:	doctior	:	doctissima.
		n. doctum	:	doctius	:	doctissimum.

and so on, through the other *Cases*. But to what Purpose all this, other than plaguing him, I cannot see; since every Degree is a distinct *Adjective*. And so, what has he more to do than to compare the *Positive*, i. e. from its *Theme* to form the *Comp.* and *Superl.* barely in their *Themes*? For all that is more proposed is only declining an *Adjective*, which he has learn'd already. But it is no Wonder we meet with such a Proposal, when some are so absurd as to propose the declining altogether several *Adjectives*, with their *Comparatives* and *Superlatives*, in all their *Genders*; and a different *Substantive* joined to each *Gender*. *Risum tenetis.*

What Adjectives are Comparable.

Every *Adjective* is not *comparable*, i. e. does not admit of *Comparison*; which depends on the Signification. Therefore,

IV. To know if an *Adjective* is *Comparable*, put the Word *more* before the *English Adjective*; if that makes good Sense, it is comparable, otherwise it is not.

Example. *Durus*, hard, is comparable; because *more* hard is good Sense.

OBSERVE, also, It is the *Positive* only that is said to be compared, because from it the other two are derived; which is grammatical *Comparison*; and therefore, if, to try a *Scholar's* Knowledge and Attention, you propose an *Adjective* to be compared, which is itself a *Comparative* or *Superlative*, he must answer, that it is a *Comparative* or *Superlative Adjective*. And this the *English* will easily show, by the Sense, and Rules of forming these Degrees in *English*; or the *Latin* itself will generally show it, according to the Rule—[*ubersib*]

N. B. All *Comparatives* end in *or*, and *Superlatives* in *imus*; with a very few Exceptions. And but a very few other *Adjectives* end in *or* and *imus*; whose Signification will show that they are not *Comparatives* or *Superlatives*, nor admit of Comparison.

OBSERVE, The preceding is the *General Rule* of forming the *Compar.* and *Superl.* tho' it has a few irregular Exceptions; of which afterwards.

But again, Tho' the Signification of an *Adjective* may, according to the general Analogy, admit of Comparison, *i. e.* of having a *Compar.* and *Superl. Adj.* formed from it; yet this is not always agreeable to Practice, which in many Cases uses

Another Method of expressing the Comparative and Superlative Degrees.

V. The *Comparative* and *Superlative* are sometimes expressed by the *Positive*, with the Adverbs *magis* or *mage*, *more*, prefixt for the *Comparative*; and *maxime*, *most*, for the *Superlative*; both in *Latin* and *English*.

Example. *Pius* : *magis pius* : *maxime pius*.

Pious : more pious : the most pious.

N. B. This Method is used chiefly when the *Positive* ends in *us* after a Vowel. In some Examples both Methods are used indifferently: but the *English* use both Methods more indifferently than the *Latin*; so that the same Method is not always used in both Languages for the same *Positive*.

CHAP. III.

OF VERBS.

ART. I.

Of their Nature, Distinctions, and Accidents.

I. A *Verb* signifies, to *do*, to *suffer*, or to *be* something: [and hence]

II. *Verbs* are distinguished, by their Signification, into three Kinds, called *Active*, *Passive*, and *Neuter*.

III. An *Active Verb* signifies to *do* something.

Example. *Docere*, to teach.

IV. A

IV. A *Passive* Verb signifies to *suffer* something.

[i. e. to be something, or in some state, that depends upon Action.]

Example. *Doceri*, to be taught--

[which depends upon the Action of teaching; and signifies, being in the State or Circumstance of a Person taught.]

N. B. To *suffer*, or *passion*, in the grammatical Sense, is not bearing of Pain; for tho' it may be attended with that, as *cedi*, to be beaten, yet it is commonly without it: and so in general it is only being the Thing affected by, or regarded in an Action, whether with or without Pain; which is not the Thing considered here: and tho' that Action is always implied in the Signification of the *Passive* Verb, yet it is applied very differently; for it does not signify the *Action* directly, but a Consequence of it.

V. A *Neuter* Verb signifies to *be*, either simply, or to be in some State, without *Action* or *Passion*.Examples. *Esse*, to be; *stare*, to stand; *valere*, to be well.

N. B. (1.) Grammarians, by *Active* Verbs, commonly mean such only as signify a particular Kind of Action; and others, which as really signify Action, they call *Neuters*. Exam. *Scribere*, to write, is *Active*; but *ambulare*, to walk, tho' really an Action, they call *Neuter*, as much as *stare*, to stand, which is no Action. But is it not quite unnatural to class Verbs that signify Action with such as do not? Their only Reason for this is, a certain real Distinction of two Kinds of Action, under the Names of *Transitive* and *Intransitive* Action; (which I shall explain more particularly afterwards.) But still they are both Actions, and therefore ought to be considered only as different Species; and the Verbs expressing them as a Distinction of *Active Verbs*, under the same Names. For which Reason I comprehend under *Active Verbs*, all that signify Action of any Kind, or what is considered in Grammar as Action, which is not always so in a strict and philosophical Sense: the Consideration of which I leave to another Work.

What I call *Neuters*, some call *Neutrals*, to distinguish them from those Verbs which signifying Action, they call *Neuters*.

VI. The *Subject* of a Verb is that [*Person* or *Thing*] which *is* or *does* what the Verb signifies.

Examples. *I write*. Here *write* is the Verb, and *I* is the Subject. -- *The Tree falls*. Here *falls* is the Verb, and the *Tree* is the Subject.

N. B. This Definition is necessary for something that follows; in which observe, I have left out the Word *suffers* (as I have in some following Definitions) because, as *suffering* is only *being* something,

thing, so it is always express'd in *English* by the Verb *to be*, joined to another Word which implies the Action from which the Passion arises.---Example. *To be taught*: therefore *is*, or *to be*, comprehends *Neuter* and *Passive* Verbs: and tho' all *Neuter* Verbs are not so express'd in *English*, yet they include that Sense.---Examp. *To stand*, is the same as *to be standing*.

VII. The *Accidents* of a Verb are four; *Mode*, *Tense*, *Number*, and *Person*.

[Of other Things reckoned *Accidents*, see below.]

VIII. There are four *Modes*, called *Infinitive*, *Indicative*, *Subjunctive*, and *Imperative*.

IX. There are five *Tenses*, called the *Present*, *Preter-imperfect*, *Preter-perfect*, *Preter-pluperfect*, and *Future*.

X. There are two *Numbers*, called *Singular* and *Plural*.

XI. There are three *Persons*, called *First*, *Second*, *Third*.

N. B. (1.) Every *Mode* is subdivided into *Tenses*, except the *Imperative*, which is but one; every *Tense* into *Numbers*, and *Numbers* into *Persons*, except the *Infinitive*, which has no Distinction of *Number* or *Person*; and all these are so express'd by the Variation of the Verb, that every single Ending expresses some one *Mode*, *Tense*, *Number*, and *Person* (except the *Infinitive*, as above.) The particular Divisions, under each *Mode*, *Tense*, and *Number*, you may see in the following Examples.

(2.) The *Tense* of the *Imperative Mode* some call the *Present*, some the *Future*; which is of no Consequence; for it is both in different Respects, as I shall show in a more proper Place. I rather call it the *Present*. But as it is only one with Respect to the Variation of the Verb itself, there is no Need of calling it any Thing but the *Imperative Mode*.

(3.) As there are three *Tenses* called *Preter*, we may briefly call them the *Perfect*, *Imperfect*, and *Pluperfect*, without the Word *Preter*, which is to be understood.

OBSERVE, The *English* of the following Examples will give the Learner more particular Knowledge of the Nature and Signification of these *Accidents*; sufficient, at least, for learning the Practice of declining *Latin* Verbs, and the more general Way of *Englishing* them; yet I think it proper to give the following Explication of them: the first four Articles of which I would make him recite in a second Course; and it will be no great Burthen if he does it in the first. What follows, I propose only to be read, and explained to him, at a proper Time, when you think fit.

In

In general,

(1.) *Mode* is a Distinction in the Manner and Circumstance under which the *being* or *doing* signified by a Verb is considered.

(2.) *Tense* is a Distinction of *Time*, to which the *doing* or *being* is referred, as it is supposed to be *present*, *past*, or *to come*.

(3.) *Number* is a Distinction regarding the *Subject* of the Verb; as that is *one* or more than *one*.

(4.) *Person* is a Distinction regarding different Subjects of a Verb, according as it is the *Speaker*, the Person *spoken to*, or any other Person or Thing *spoken of*.

N. B. Grammarians make six *Accidents* of a Verb, by adding to these above, *Kind* and *Conjugation*; neither of which are proper grammatical *Accidents*. As to *Kind*, it is only a Distinction of *Verbs* from one another, under certain Considerations: but a Verb's being of this or that *Kind* is no otherwise an *Accident* of it, than Substantives signifying Things of different Nature and Kind would make this a grammatical *Accident* of them; which has never been said. As to *Conjugation*, see below.

A more particular Explication of the Accidents.

I. Of MODES.

(5.) The *Infinitive* expresses *doing* or *being* (1.) in a general and indefinite Manner, without applying it to any particular *Subject*; as, *Amare est bona Res*, To love is a good Thing. For which Reason it is reckoned a *Substantive*; which I shall consider more particularly in another Place. (2.) It is also often applied to a *Subject*; and then serves to connect one Sentence with another: of which see Examples in *Syntax*.

(6.) The *Indicative* simply declares the *doing* or *being* of the *Subject*, or not *doing* or *being* (tho' this is by Help of an *Adverb* joined to the Verb, or compounded with it.) Examples. *Ego amo*, I love; *ego non amo*, I love not. It is also used for an *Interrogation*; as, *amas tu?* lovest thou?

(7.) The *Subjunctive* declares the *doing* or *being*, with Dependence upon another Verb, and a *Conjunction* before it, to show that Dependence. Example. *Amo Virtutem ut placeam Deo*, I love Virtue, that I may please God.

Also it often expresses some other Circumstances and Notions of our Mind superadded; as *Possibility*, *Power*, *Duty*, *Desire*, &c. as you see below, by the *English*, which expresses these Circumstances by adding another Word to the Verb, as the *Latin* sometimes does.

It is used also for an *Interrogation*.

N. B. Some make three *Modes* of this, which they call, 1. the *Subjunctive*, when it is used of Dependence, without any additional Circumstance: 2. *Optative*, when *wishing* or *desire* is expressed

press with it: and, 3. *Potential*, when *Power* is express with it. And they might as well make a great many more; one for every different Circumstance that can be added to it. But where is the Reason or Use of this? The Endings used for them all are the same, which makes them but one *Mode*, as a grammatical Accident, tho' it is used with various Circumstances, as the same *Case* of a Substantive is; which is still reckoned but one grammatical *Case*.

(8.) The *Imperative* expresses a *Command* to *do*, or to *be*.

N. B. The *Indicative*, *Subjunctive*, and *Imperative* are called the *Finite Modes*, to distinguish them in general from the *Infin.* because their Endings are limited to different *Persons* and *Numbers*, which the *Infin.* is not; from which it is supposed to be called *Infin.* i. e. not limited: to which we may add its indefinite Use.

2. Of TENSES.

(9.) There are in Nature but three *Tenses*, or simple Distinctions of *Time*; the *Present*, or Time that now is; the *Preter*, or Time past; and *Future*, or Time to come: but the *Past* being considered in three different Circumstances, makes in all five *Tenses* in Grammar; whereof three are *Preters*, distinguished by the Words *Perfekt*, *Imperfekt*, and *Pluperfekt*; whose proper and peculiar Significations are these:

(10.) The *Preter-perfekt* signifies simply what is *past*, without regard to any Thing else. Example. *Docui Grammaticam*, I taught, or have taught Grammar.

And sometimes it implies what is just now past and finished; as *prandi*, I have dined. But this depends on Circumstances.

(11.) The *Preter-imperfekt* signifies what is now *past*, but was *present*, and not finished, tho' begun, when another past Thing mentioned began or happened. Example. *Prandebam cum tu intrasti*, I was dining, or at dinner (but had not done) when you came in.

(12.) The *Preter-pluperfekt* signifies what is now *past*, and was also *past* and finished before another *past* Thing mentioned began or happened. Example. *Pranderam cum tu intrasti*, I had dined, i. e. my Dinner was finished, when you came in; or, I had dined before you came in.

N. B. These are the precise Distinctions of the three *Preters*, especially in the *Indic.* Mode, always observed in these particular Circumstances, for the *Imperfekt* and *Pluperfekt*; tho' these two are sometimes used for the *Perfekt*, to signify simply what is *past*. There are other Distinctions of the *Tenses*, but they are not for the *Rudiments*. I shall take another more proper Opportunity to consider them.

3. Of NUMBERS.

Here there is no Difficulty, either as to the Meaning or Application.

4. Of

4. Of PERSONS.

(13.) The first *Person* is when the Speaker alone, or joined with others, is the *Subject* of the Verb, *i. e.* when one speaks of, or applies a Verb to himself, or jointly with others.

Example. *Ego scribo*, I write; *nos scribimus*, we write.

(14.) The second *Person* is when the Person or Persons spoken to is the *Subject* of the Verb, *i. e.* when the same *Person* or *Persons* are spoken to and of, by applying the Verb to them.

Example. *Tu scribis*, thou writest; *vos scribitis*, ye write.

(15.) The third is when any other *Person* or *Thing* than the Speaker or *Person* spoken to, is the *Subject* of the Verb, *i. e.* when the Speaker applies the Verb to, or speaks of another *Person* or *Thing* than himself, or the *Person* he speaks to.

Example. *Johannes legit*, John reads; *homines ridet*, Men laugh.

OBSERVE, 1^o The *Mode* and *Tense* express natural Circumstances of the Thing signified by the Verb itself, and are therefore in all respects proper *Accidents* of it; but *Number* and *Person*, regarding the *Subject*, and not the Signification of the Verb, are only *Grammatical Accidents* of it, *i. e.* are mere Terminations in the Verb, referring to different Circumstances in the *Subject*.

2^o *Number* and *Person* are not only signified, or marked, by different Endings in the Verb, but also by the Name of the *Subject* itself: thus,

For the Names of PERSONS,

The 1st *Person* [*i. e.* the *Subject*, when it is the 1st *Person*] is named by the Pronouns *ego*, I, and *nos*, we: the 2^d *Person* by *tu*, thou, and *vos*, ye: the 3^d *Person* by any other Names; as, *Johannes*, John; *Liber*, a Book; or by any other Word or Words together, that express the *Subject* of the Verb.

3^o And here now you see that the Reason of applying the Denominations of *Persons* to *Substantives* (mentioned under Pronouns) is no other than a Correspondence to the same Denominations, given to three different Endings of a Verb [*as the Substantive Genders are, with respect to the Adjective*] to distinguish and direct their Applications to different *Subjects*, considered under the three different Views explained, *i. e.* to direct the Application of the proper Ending of the Verb to the *Subject*, according to its Name. For which Reason I have called so much of the Ending of a Verb as answers that Purpose, the *Personal Ending* (as you'll see below.) And for the same Reason, these Pronouns are called *Personal Pronouns*, to distinguish them from the proper Name in whose Stead they are used.

And for the Reason why these Pronouns were invented, it was plainly to avoid a Person's naming himself, or the *Person* he speaks of or to by the proper Name, either for Brevity or Elegance. For, in Languages that have different *personal* Endings in the Verb, the Pronouns are not absolutely necessary; since these Endings alone distinguish the Circumstances of the *Subject*. As, upon the other hand, where the Pronouns are used, there was

no Necessity of having either *Persons* or *Numbers* marked by the Verb; these being completely distinguished by the *Pronouns*, and *Names* of the third *Person*. And so, in the *English* Language, as you will see below, this Distinction of the Verb is not so complete as in *Latin*.

4^o Lastly, OBSERVE, that the *Adjective* Pronoun *ille* is called also a *Pronoun* of the third *Person*; but for no better Reason than any other *Adjective* may be so called, when used without a *Substantive* before a Verb; which indeed has no Reason; for it is the *Substantive* understood that is the *Person* or *Subject* of the Verb; at least the *Substantive* limited by the *Adjective*. The *relative* Pronoun *qui* is used also the same way; and for the same Reason reckoned the *Subject* of a Verb, and the third *Person*: But I shall examine this in a more proper Place.

N. B. The preceding Distinction of Verbs by their Signification is purely *natural*, and belongs to all Languages: But there is another, and *grammatical* Distinction, of two Sorts of Verbs, peculiar to some Languages, as particularly to the *Latin*; occasioned indeed by, and connected with, their different Significations; but arising chiefly from a Difference in the whole Endings, through all the *Accidents*, and a different Declining, arising from the Dependence of the one *Sort* upon the other; which makes the Distinction purely *grammatical*, and necessary to be here explained, before we can proceed to declining of Verbs.

XII. *Verbs* are distinguished by their *Endings* into two Sorts, or *Forms*, called the *Active* and *Passive Forms*—

[which are two different Sets of Endings, through all the common *Accidents*.]

N. B. What I call two *Forms*, Grammarians commonly call two *Voices*; but I chuse the other, as more proper and intelligible.

XIII. The *Active Form* belongs to Verbs of *Active* and *Neuter* Signification; the *Passive*, to Verbs of *Passive* Signification.

[Examples you'll see afterwards.]

But here there are Exceptions; for a few Verbs in the *Active Form* signify *passively*, and a great many in the *Passive Form* signify *actively* or *neutrally*; and some of these both *actively* and *passively*; which has occasioned the giving such Verbs particular Names for Distinction—[Of which afterwards.]

N. B. These two Distinctions of Verbs, from their *Signification* and *Ending*, are the principal and fundamental in Grammar; yet there are other Distinctions, taken from a mixt Consideration of these, or something peculiar to certain Verbs; which, not being necessary for the *Rudiments*, you'll see afterwards in their proper Places.

Places. I shall only farther observe here, that Grammarians, in the general Distinction of Verbs as to their *Kinds*, take in some of these, as what are called *Deponents*, *Commons*, and *Impersonals*; which is both unnecessary and improper, because they are comprehended in the former Distinctions, tho' with something peculiar to them; as you'll learn afterwards.

To account for the following Method and Order of teaching the declining of Verbs, I shall here explain

The Origin and Reason of the two Forms.

As *Passion*, in the grammatical Sense, depends upon *Action*, so it is very reasonable, and usefully contrived, that *Passive* Verbs are not *primitive* Words, quite independent of all others (which would have made Language much more difficult than it is, to no Purpose;) but are Words derived from the *Active* Verbs whose *Action* they imply, as their Root and Primitive; and this in every Part by a bare Change of the *Active* Endings into others for the *Passive*; which constitutes the two *Forms*, and makes the Discovery and Knowledge of the *Passive* Verb very easy, from its corresponding *Active*.

Hence it is that declining of Verbs in the *Active* Form must be, and always is, taught before the other, which depends upon it. And as a different Notion from mine prevails concerning the grammatical Nature of the two *Forms*, and from that a different Way of placing the *Passive*, in the Order of Teaching; I shall endeavour to justify the Notion, and Method in which I have treated it, in its proper Place; where you will see that *Form* (or *Voice*) is not a proper *Accident* of a Verb, as some reckon it. And now I proceed to,

A R T. II.

Declining of Verbs in the Active Form.

N. B. The Declining of Verbs is peculiarly call'd *Conjugating*; in distinction from *Substantives* and *Adjectives*; tho' either may be used.

I. The *Theme* of a Verb is the *Infinitive Pres.* [i. e. it expresses the Infinitive Mode and Present Tense] which ends always in *re* after a Vowel—

[with a few Exceptions.]

II. There are four *Conjugations*, called 1st, 2d, 3d, and 4th.

[i. e. Verbs, with respect to different Ways of declining, are distinguished into four Classes, called *Conjugations*; which comprehend all regular Verbs. Hence,]

III. A

III. A *Conjugation* is a particular *Class* of Verbs, with the Manner of declining proper to it—

[which is the same for all Verbs of the same Class, but different in different Classes: yet still this is but generally so; for there are Exceptions to the Rules of each Class; also the several Classes agree in some Things, tho' not in all.]

N. B. The Reason why *Conjugation* is no Grammatical Accident of a Verb, is the same as that given above against *Declension* for a *Substantive*.

IV. The four *Conjugations* are distinguished [*chiefly and universally*] by the *Vowel* before *re* in the *Theme*—
[called]

Marks of the four Conjugations.

the	1st	a long	before	re.	Examples	{ <i>Amare</i> , to love. <i>Monere</i> , to advise. <i>Legere</i> , to read. <i>Audire</i> , to hear.	{ N. B. By long and short is meant, in the Pronunciation;
	2d	e long					
	3d	e short					
	4th	i long					

which the Teacher must show *viva voce* .

CLASS I.

I presume any Teacher will easily understand the following Examples; I shall, however, add this

Explication of the following EXAMPLES:

1° For the *Latin*.

1. The Word is wrote out at Length only in the 1st *Person singular* of every *Tense*; and is, besides, distinguished in itself two ways, by small and great Characters; and by separating it into two Members by a Stroke, the Use of which you will see afterwards; and the Example is to be read thus:

2. All that is in small Letter of the 1st *Person singular*, belongs to every *Person* of the *Tense*; to be joined before what is in larger Letter, against the Number of every *Person*, singular and plural.

3. Where you find a small Vowel before *s*, in the 2d *Person singular*, it belongs to all the following *Persons*; except the 3d *Person plural*, when this has any other Letters before *nt*.

2° For the *English*.

1. The Names of the *Persons* are set down only in the *INDICATIVE present*, and the same are to be used in every *Tense*.

2. Where the *English Verb* is not set down against the *Latin*, it is the same as in the 1st *Person singular*.

OBSERVE, As the Name of the 1st *Person* is in *English* always *I* and *We*, the 2d *Thou* and *Ye*, and the 3d *Person* any other Name, so *He* and *They* are set down here only for Examples; in place of which you may put any other *Substantive*. Also, the
Latin

Latin always supposes *ego* or *nos* to be before the Verb, in the Ending of the 1st *Person*; and *tu* or *vas* in the 2d *Person*; therefore they are not set down here: and, indeed, seldom set down in a Sentence, because they are easily understood by the Verb, whose Endings refer to these Names only. But the Ending for the 3d *Person* referring to no one particular Subject, the Name of it when it is the 3d *Person*, is, or ought to be, always before the Verb in a Sentence; else you cannot know what is the *Subject*, or can only guess at it. As for *He* and *They*, you know the *Latin* is *ille* and *illi*; therefore I have not set them down. See more upon this Head in the *Syntax*.

EXAMPLE of CLASS I. Declined and Engliſhed.

INFINITIVE MODE,

Pres. Ama-re, to love.

Pret. Ama-viſſe, to have loved.

INDICATIVE MODE.

Present. Am- O 1 I love, or DO love.

as 2 thou ſt ſt

t 3 be tb tb

mus 1 we

tis 2 ye

nt 3 they

Imperfect. Ama-bam loved, or DID love.

s ſt ſt

t

mus

tis

nt

Perſect. Amav-i HA-VE loved.

iſti ſt

t tb

mus

ſtis

erunt*

Pluperſect. Amav-eram HAD loved.

s ſt

t

mus

tis

nt

* For *erunt* is ſometimes uſed *ers*. But the firſt is moſt common.

N. B. The *Inf. Pres.* is uſed alſo in the Senſe of the *Imperf.* and the *Perf.* in the *Pluperf.* Senſe.

New RUDIMENTS of

<i>Future.</i>	Ama-	b O	SHALL or WILL <i>love.</i>
		is	<i>f</i> <i>f</i>
		t	
		mus	
		tis	
		unt	

SUBJUNCTIVE MODE.

<i>Present.</i>	Am-	e m	MAY or CAN <i>love.</i>
		s	<i>f</i> <i>f</i>
		t	
		mus	
		tis	
		nt	
<i>Imperfect.</i>	Ama-	re m	* MIGHT <i>love.</i>
		s	<i>f</i>
		t	
		mus	
		tis	
		nt	
<i>Perfect.</i>	Amav-	er i m	MAY HAVE <i>loved.</i>
		s	<i>f</i>
		t	
		mus	
		tis	
		nt	
<i>Pluperfect.</i>	Amav-	isse m	MIGHT HAVE <i>loved.</i>
		s	<i>f</i>
		t	
		mus	
		tis	
		nt	
<i>Future.</i>	Amav-	er O	SHALL HAVE <i>loved.</i>
		is	<i>f</i>
		t	
		mus	
		tis	
		nt	

• COULD
WOULD
SHOULD

IMPE-

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Ama</i>	2	love thou, or DO thou love.
	<i>to</i>	3	let him love.
<i>Plural.</i>	<i>te</i>	2	love ye, or DO ye love.
	<i>nto</i>	3	let them love.

N. B. What is here the 3d Person singular, is sometimes used for the 2d; and *te* added to it for the second plural.

N. B. The Reason why I have put the INFINITIVE MODE first in the Example, and not last (which is the common Method) is, that I reckon it the fundamental part of the Verb (of which afterwards.) And why I have not taken into it the *Participles*, *Gerund*, and *Supine* (as is usual) will be shewn, where I treat of these by themselves; nor have I set down a *Future Tense* for this *Mode*, because in reality it has none; which is supplied another way, as you will see afterwards.

I have also agreed with some Grammarians, in leaving out of the IMPERATIVE MODE, what others put into it; the Reason of which you will see afterwards.

DIRECTIONS for TEACHING.

1^o Teach a Scholar to read the Examples, *Latin* and *English*, each by itself; and make him do it after you, till he can do it distinctly and readily: then he must get it off, to recite. Thus,

2^o Take the *Modes* one after another, in Order as they lie. When he begins a *Mode*, let him name it; then recite each *Tense* in Order, naming it in the beginning; and each *Number* as it begins, without naming the *Persons*, which are easily understood. Let him recite first the *Latin* of every *Tense*, and then the *English*, each by itself; after this, put them together, the *English* after the *Latin* for every *Person*. And thus make him recite every *Tense* twice, or oftener, till he does it perfectly, before he proceeds to another. When he has gone through the *Mode*, let him recite it all again at a stretch. And having thus gone through all the *Modes*, let him recite the whole Verb in order, the *Latin* of every *Tense*, and the *English*, each by itself. After this,

3^o Call for (*i. e.* name) the *Tenses* up and down, through each *Mode*, by itself; that he may recite the *Latin*, through all the *Persons*; and then the *English*, for the 1st *Person* singular only, which will now be enough. Then,

4^o Call for the *Tenses* and *Modes*, up and down, *i. e.* pass from one *Tense* and *Mode* to another, in any Order; to be recited as before.

5^o As he will by this time perceive that the *Persons* of the *Tense* differ only by their Endings; and a great Likeness in the Endings of the same *Persons* of different *Tenses*, which will make him go through the *Persons* easily, when he has the 1st *Person* singular — You may now fix his Attention to this particularly (a further Reason

son for which will appear afterwards) by calling for the *Tenses*, first in order, and then up and down; of which he is only to recite the 1st *Person singular*, *Latin*: and if you should make him recite the *Tenses* (1st *Person singular* only) in order through each, at a stretch, without their Names, which he will now easily carry in his Memory, it will set them closer in his Imagination, and help his Memory.

6^o Propose the Word in the several *Modes* and *Tenses*, 1st *Person singular*, that he may name the *Mode* and *Tense* to which it belongs.

N. B. Other Exercises that some propose, I shall consider in another Place: the preceding are enough here.

TRANSITION to the other CLASSES.

The next Thing to be considered, is how to proceed.

Those who think *Principles* and *Rules* unnecessary, or above the Capacity of a Boy, teach only by an *Example* in each Class, and making him imitate this in other Examples. But Reason and Experience both oblige me to differ from them; for if *Rules* are useful and necessary in teaching the declining of *Nouns*, they are more so in *Verbs*, where there is a far greater Variety: And if *Conjugation* should be taught by *Examples* only; yet the Imitation of the given Example in others will require some Rule or Direction, and the easiest ought to be chosen; therefore, after the preceding Example of Class I. [which I think still necessary, as the first Step, that a Boy may be familiar with the *Accidents* of a Verb, as to their Nature and Variety in general; and the Way of englishing them (which is generally the same in all) before he enters upon another Method] I have found it, by Experience, the most easy and successful Way to proceed by the Direction of *Principles* and *Rules*, applied first to the preceding Example, the Imitation of which is hereby learned in the most easy Manner; and then to the other *Classes*: whereby he will get a more rational View of the whole, the Learning be made short and easy, and the Memory greatly assisted.

The Method in which I have long taught, and now propose, you see below. I would therefore have a Teacher read and consider it well; and if he chuses it, after comparing it with the common Method (for I do not flatter myself, that I can persuade every body—I am sensible of the prejudice of Custom) let him now proceed and teach by it.

But as he may think fit to do otherwise, I shall here give

DIRECTIONS for the COMMON METHOD.

I. For Imitation in CLASS I.

(1^o) For the *LATIN*.—As all the Parts and *Accidents* of a Verb are Derivations from the *Theme*, they may be formed the same Way in all Examples (regular) of the same *Class*, by observing what Change is made in the *Theme*, to form the other Parts in the given Example. Thus,

For

For CLASS I. Take all that is before *are*, in any Example, for a standing Part, through the whole Verb [which in the preceding Example is *am-*] as in *putare*, take *put*; in *commodare*, take *commod*; and join after it what you find after *am*, in every Part or Accident of *amare*.

When he has gone through the Example in order, examine it up and down, as before directed.

(2^o) For the ENGLISH. It is done the same Way in all Verbs, whole *Theme* is englished simply by the Sign *to*, as *clamare*, to call; *audire*, to hear. — In which you must also supply the Scholar with the *Præter* of the English Verb (if he knows it not) which is the Word following the Sign HAVE, in the INFINITIVE *Præter*. And then all other things are as in the English of *amare*; I mean generally; for there is a Variety in the *Præter* of some English Verbs, which is variously applied, (of which afterwards) therefore take your other Examples, at first, such as have no Variety.

II. For Teaching the other Three CLASSES.

See the following Examples. As to which,

OBSERVE, The *Persons* of every *Tense* are put in a Line, and not over one another (as was done before for the sake of the English, which is here left out) yet they are to be read the same Way as the Example Class I. which I have joined to the other three, in the same Form, that they may be all seen together in one View — minding that the *Futures* in *am*, change *a* to *e*, through the other *Persons*.

And for the English you have the INFINITIVE Present and *Præter*, with the Latin. The rest is done the same Way as for *amare*.

Then for Imitation in other Examples;

For the LATIN. Take all that is before *ere*, II^d and III^d Classes, and before *ire*, IVth Class, as a standing Part; and after that, join what you find after *mon- leg- aud-* in the following Examples. And english them as before.

EXAMPLES of the IV. CLASSES, in a New Method.

I. INF. *Præf.* Ama-re, to love. *Perf.* Amav-isse, to have loved.

	INDIC. Sing.			Plural.			SUBJ.
<i>Præf.</i> Am	o	as	t	mus	tis	nt	Am- em
<i>Impf.</i> Ama-	bam	s	t	mus	tis	nt	Ama- rem
<i>Perf.</i> Amav-	i	sti	t	mus	stis	erunt	Amav- erim
<i>Ppf.</i> Amav-eram	s	t		mus	tis	nt	Amav- issem
<i>Fut.</i> Ama-	bo	is	t	mus	tis	unt	Amav- eio

II. INF. *Pres.* Mone-re, to advise. *Perf.* Mon-uiffe, to have advised.

INDIC.		Sing.	Plural.		SUBJ.
<i>Pres.</i> Mone-	o	s t	mus	tis nt	Mone- am
<i>Impf.</i> Mone-	bam	s t	mus	tis nt	Mone- rem
<i>Perf.</i> Monu-	i	isti t	mus	stis erunt	Monu- erim
<i>Ppf.</i> Monu-	eram	s t	mus	tis nt	Monu- issem
<i>Fut.</i> Mone-	bo	is t	mus	tis unt	Monu- ero

III. INF. *Pres.* Leg-e-re, to read. *Perf.* Leg-isse, to have read.

INDIC.		SUBJ.	
<i>Pres.</i> Leg-	o	is t	mus tis unt Leg- am
<i>Impf.</i> Leg-	bam	s t	mus tis nt Lege- rem
<i>Perf.</i> Leg-	i	isti t	mus stis erunt Leg- erim
<i>Ppf.</i> Leg-	eram	s t	mus tis nt Leg- issem
<i>Fut.</i> Leg-	am	es t	mus tis nt Leg- ero

IV. INF. *Pres.* Audi-re, to hear. *Perf.* Audiv-isse, to have heard.

INDIC.		SUBJ.	
<i>Pres.</i> Audi-	o	s t	mus tis unt Audi- am
<i>Impf.</i> Audie-	bam	s t	mus tis nt Audi- rem
<i>Perf.</i> Audiv-	i	isti t	mus stis erunt Audiv- erim
<i>Ppf.</i> Audiv-	eram	s t	mus tis nt Audiv- issem
<i>Fut.</i> Audi-	am	es t	mus tis nt Audiv- ero

N. B. Read the *Persons* SUBJUNC. not set down, by changing m to s t — mus tis nt. The rest in the *Fut.* are the same as in the *Perf.*

The IMPERATIVE MODE.

Ama -to -te -nto || Leg-e -ito -ite -unto
Mone -to -te -nto || Audi -to -te -unto.

N. B. After these Examples it will be necessary to make a Scholar decline others in each *Class*. And if you make him english them, you must give him the *English Prater*, if he knows it not. But I see no Reason to trouble him any further with the *English*: yet I judge it very useful, both for his knowing the *English* better, and its general Correspondence to the *Latin*, to add the following

GENERAL INSTRUCTION for *English* VERBS.

In which I have chiefly comprehended the things that were obvious in the *English* of *amare*, which are the most material; referring to that, for an Example of what is here delivered; where you find no Example, as it is set down there in a distinct orderly Scheme. For more Particulars consult the *English* Grammars.

What follows may be read and explained by Examples, or left till a Scholar has gone through the *Latin Conjugation*; and then, if you see fit, make him recite what is numbered, and not put under Crotchets, or *N. B.*

As for the Names of *Persons*, (*i. e.* the *Subject* of the Verb) they have been sufficiently explained already; you may, however, make him recite them.

I. For *Tense* and *Mode*.

1. The *English* has commonly but two different Endings for *Tense*, called in general the *Present* and *Præter*, which are these Words that follow, *to*, and *to have*, in the INFINITIVE, called *Signs* of that *Mode*.

EXAMPLE.

To love. To have loved.

N. B. The Ending of the *Present* is various, as the Word happens; but this makes no distinction of *Classes*, as in the *Latin*, because the declining of *English* Verbs is generally the same in all.

2. The *Præter* is formed from the *Present*, by this

GENERAL RULE.

Add *d*, or *ed*, to the *Present*.

EXAMPLE.

Love, loved. Laugh, Laughed.

But the *e* is often omitted; as, *laugh'd, banish'd.*

Except. Many *Præters* end in *t*, or some Vowel.

EXAMPLE.

Fix, fixt. Flee, flew.

Also there is often in these some Alterations of the *Present*, as *leave, left; give, gave; bare, bore.*

And some *Præters* in *d* are irregularly formed, as *stand, stood.*

N. B. The *t* is reckoned a corrupt Contraction for *ed*, as *fixt* for *fixed*; which seems to have been first made *fix'd*, and then *fixt*, from the Likeness of Sound.

There are several other Peculiarities in forming the *Præter* of *English* Verbs, which you will find in *English* Grammars, and Practice will make them familiar.

Yet one remarkable thing is proper to be explained here; but some other things must be first explained. (See 9.)

3. All other Considerations of *Time* and *Mode* are expressed by these two Endings of the Verb [except where there are two *præter* Endings; of which below.] Thus,

New RUDIMENTS of

4. The *Present* simply by itself, expresses the INDIC. *Present*, and *Imperative Mode*. The *Præter* simply expresses the INDIC. *Imperfect*.

N. B. By *simply*, I mean without any other Word that denotes *Tense* or *Mode*; for they have the Name of the *Subject* joined.

EXAMPLE.

Present, I love. Imperf. I loved.

And they are varied too in *Person*, as you see both in the Example, and the Rules below.

5. All other *Tenses* in the INDIC. and SUBJ. are expressed by these two, with other Words prefixed, called *Signs of Tenses* [or also *auxiliary* (*i. e.* helping) Verbs; because they serve to distinguish the *Tense* and *Mode*.]

6. Though the INDIC. *Present* and *Imperfect* are expressed simply without a *Sign*, yet they are used with a *Sign*; which does not alter their Signification, but only makes the Expression stronger.

OBSERVE, All these *Signs* I have, in englishing the preceding Example, *amare*, put in *Capitals*, to distinguish them from the principal Verb: and would have a Scholar now get off, and recite them, in order as they stand; and then up and down: thus, 1^o the Master naming the *Tense* and *Mode*, and the Scholar giving the *Sign*: 2^o the Master giving the *Sign*, and the Scholar the *Tense* and *Mode*.

And when he has given the *Sign* of the INDIC. *Present*, let him add, — “*Or, the Present alone.*” — And after the *Sign* of the *Imperfect*, add, “*Or, the Præter alone.*” — Also, as the IMPERAT. *Mode* has two *Signs*, *do* and *let*, differently applied, and the 2d *Persons* also without a *Sign*; let him recite them — thus, “*Do* for “the 2d *Persons*; and *let* for the 3d. — *The 2d also without a Sign.*”

7. As to the Use of the *Present* and *Præter*, with *Signs*: the *Præter* is used after *have* and *had* only; the *Present* after all others.

N. B. *Do, have, will, can, and should* (for *ought*) are both *Signs*, and *absolute* or principal Verbs, which have particular *Latin* Verbs answering to them, as *facio, habeo, volo, possum, debeo*. *Have* also is auxiliary both to itself, and to the other: thus, *to have, to have had; to do, to have done*. But these in the INDIC. *Present* and *Imperfect* are used only simply without a *Sign*; as *I do, I did; I have, I had*; which last is used alone, for all the three *Præters* INDIC. though we say also *I have had*; and rarely *I had had*.

There is also another Verb, *to be*, both a principal Verb and auxiliary, which uses no *Sign* INDIC. *Present* and *Imperfect*: you will see it in another Place.

8. In the INDIC. and SUBJ. *Modes*, the name of the *Person* is put before the *Sign*; except when they are used with Interrogation, and then it is put between the *Sign* and the *Verb*; but after the *Verb* when there is no *Sign*.

EXAMPLE.

EXAMPLE.

INDIC. *I do love.*

SUBJ. *I may love.*

Interrogation. *Do I love? or love I?*

May I love?

And so it is always in the *Imperative Mode*, of which OBSERVE, that an INDIC. Interrogation, and the *Imperative Mode*, both in the 2d Person, are ambiguous in *English*, the same Expression signifying both ways, when *you* is used for *thou*; as *hear you*, is either a Question or a Command; and the Sense determines it, or a Point of Interrogation in writing, as *hear you?* but with *thou* it is *hearest thou?* a plain Interrogation, INDIC. Mode.

9. OBSERVE further for the *Præter*; many *English* Verbs have two *Præters*, whereof (1) one is used after the *Signs have* and *had*, another used simply without a *Sign*.

EXAMPLES.

From	To see		<i>I saw, I have seen.</i>
	To fall	come	<i>I fell, I have fallen.</i>
	To do		<i>I did, I have done.</i>
	To crow		<i>The cock crew, — has crowed.</i>

There is no Rule for this Variety, which must be learned by Practice, and the Help of such Collections as you will find in *English* Grammars.

(2) By Custom, one of the two *Præters* is in some Examples used indifferently with or without a *Sign*.

EXAMPLE.

The *Cock crew*, or *crowed*; but *has crowed*, not *has crew*. — *I have wrote*, *writ*, or *written*; but *I wrote*, or *writ*; not *I written*: for the *Præter* in *n* is never used simply.

N. B. You will learn afterwards, how the Sense of an *English* Verb may be expressed by another Word derived from it, joined to the neuter Verb *to be*, irregular in its Variations; which you will see, where *esse*, the *Latin* of it, is declined. And for the *English* Words called *Participles*, derived from the Verb, you will see them along with the *Latin Participles*.

II. For Person and Number.

1. No *English* Verb has any proper Endings for the *Plural Number* in any *Tense*, which is all the same as the 1st Person singular.

2. The *Present*, used without a *Sign*, forms a 2d Person singular, by adding *st*, or *est*, to the 1st; and a 3d by adding *th*, *eth*; also *s* or *es* (which is the more common Way.) Except, the *Imperative Mode* makes no Change.

N. B. *St*, *th*, *s* are commonly used when the 1st Person ends with *e*; else *est*, *eth*, *et*. But this has Exceptions, which Practice will teach.

3. The *Præter* without a *Sign*, and all the *Signs*, form a 2d singular, as above; but no 3d, which is the same as the 1st. Ex-

cept the *Signs*, *do* and *have*.—Also the 2d and 3d *Person*, in the *Signs*, are contracted, as you see in the *English* of *amare*.

4. This Verb is never varied in *Person*, after the *Signs*; but the *Sign* is. And if there be more than one *Sign* used together, the 1st only is varied.

As to the Names of Persons [*i. e.* of the Subject] *I* and *we* are the 1st *Person singular* and *plural*; *thou* and *ye*, the 2d, *singular* and *plural*; any other Word or Words together, that express the Subject of a Verb, is the 3d *Person*. But for the 2d *Person*, observe *you* is commonly used both for the *singular* and *plural*, and takes always the plural ending of the Verb: so *you love* is used both for singular and plural, which is easily determined by what it refers to in the Discourse.

Further OBSERVATIONS on the LATIN *Modes* and *Tenses*.

1. The Use of these is a very nice thing, especially the *SUBJ.* Mode: the preceding Distinctions of them, with the corresponding *English*, shows their proper Differences and general Use; but they are often used promiscuously, *i. e.* one Mode for another, and one Tense for another of the same or a different Mode, and so are englished variously. — For understanding of which we have some Helps in *Books of Exercises* for the *Syntax*, of which *Turner's* is the best I know. — Some Particulars I will show in the following *Syntax*; but a perfect Knowledge of this can be acquired only by long Practice, with careful Observation and Attention to the Sense in reading the *Roman Authors*.

N. B. This Ambiguity is the Reason that we have in many *Rudiments*, the 3d *Person singular* and *plural*, and 1st *plural* of the *SUBJ.* put very unreasonably into the *IMPERAT.* Mode. — For if this be reasonable, why not also put every Tense into every *other*, for which it is sometimes used, and so confound them all, without shewing their proper distinguishing Uses; which is certainly the first View a Learner ought to have of them, each by itself, and then their promiscuous Use is to be learned by degrees afterwards.

For the same Reason also Authors differ in the *Signs* they apply to different *Tenses*, in teaching Conjugation. I have applied them as some others have done; which is so far right, as they often, and indeed most commonly, express these *Tenses* of the *Latin*.

2. The *English* uses also another Way of expressing the Sense of an active or neuter Verb, in its several *Tenses*; which cannot be particularly explained till some other Things are so, nor is it necessary before. See the End of the *Supplement*.

ARTICLE III.

A NEW METHOD of teaching CONJUGATION, by
Principles and Rules.

INTRODUCTION.

By the preceding *Examples* we find that the declining of *Verbs* is so contrived, that with all the Variety of Endings, in the same or different *Verbs*, there is yet such an *Analogy* or Likeness in the different Parts or *Accidents* of the same *Verb*, of whatever *Class*, and the same Parts of different *Verbs* (i. e. of different *Classes*) that the whole Business of *conjugating* or declining regular *Verbs*, depends upon a few *general Rules* for all *Verbs*, and a few *particular Rules* proper to different *Classes*; whereby the whole Work of *conjugating* is learned in the most easy distinct manner. In order to which I begin with this

SECT. I. General Account of the *Analogies* in regular
VERBS.

N. B. You may read and explain this to a Scholar.

1^o The *INF. Present* ends always in *re*, and the *Præter* in *isse*.

2^o Most of the other *Tenses* in every *Verb*, keep all that stands before *re*, with a little Variation in different *Classes*; and the rest keep all that is before *isse*, without Exception; and they are also the same *Tenses* that do so in all *Verbs*. So in the Example, *amare*, *amavisse*.—The *INDIC. Imperfect* *amabam*, keeps all that is before *re*; and *Pluperfect* *amaveram*, keeps all that is before *isse*. What other *Tenses* have the same *Analogy* with the two *INFINIT. Tenses*, may be seen in the *Example*, and will be marked out presently, in a short distinct View by themselves.

Hence, though all Parts may be formed from the *Theme*, and indeed are all formed from it *immediately* or *mediately*; yet from this *Analogy* it is plain, that they will be more conveniently formed, some from the *INFINIT. Present*, and some from the *INFINIT. Præter*, as their immediate *Roots*, which is done by an easy Change of their Endings into others, as you will see below; which would be much more various and difficult, if all were immediately from the *Theme*.

3^o The last Letter or two, or last Syllable, are, for the most part, the same in the same *Persons* of every *Tense* of the same *Verb*; and of the same *Tenses* in all *Verbs*; though they be different in different *Persons* of the same *Tense*, whereby they distinguish the *Persons* from one another: and for this Reason I call them the *personal Endings*; and have distinguished them by a larger Character in the *Example*, and shall afterwards exhibit them in a distinct short View by themselves.

Again,

Again, because all that stands before the *personal Endings* in the 1st *Person singular* goes generally through all the other *Persons* — for Example, in the 1st *Person singular* INDIC. *Imperf.* *amabam*, *m* is the *personal Ending*; and *amaba-* goes through the rest.

Hence, though all the *Persons* may be formed immediately from the same *Root* as the first, yet by this easy *Analogy*, it is by far more easy to form the other *Persons* from the 1st, as their immediate *Root* (subordinate to the principal *Root*) which is done by an easy Change of the *personal Endings* only, with a very little Variation, as you will see below; whereas to form them all from the same principal *Root*, would make more Variety and Difficulty.

From these *Analogies* and *Consequences* are deduced the following

SECT. 2. *General Principles for the declining of Verbs.*
[to be recited.]

I. There are two *Roots* [i. e. *principal Parts of a Verb*; so called, because from them all other *Parts* are formed.] viz. the *Infinitive Present*, which ends in *re* [with a few *Exceptions*] and the *Infinitive Præter*, which ends in *isse* [without *Exception*.] And these I call the *Present* and *Præter Roots*.

II. The first thing in declining *Verbs*, is to form the *præter Root* from the *present*, [And then we have the whole *Infinitive Mode*.]

III. All other *Tenses* are formed from these, according to this Dependence.

On the *Pres.* depend the 2 *Pres.* 2 *Impf.* IND. F. IMP. M.
On the *Præt.* depend the 2 *Perfs.* 2 *Pluperfs.* SUBJ. Fut.

N. B. By two *Presents*, &c. is meant the INDIC. and SUBJ. *Present*, &c.

IV. And these are derived by two Steps, in this Order:

1. From the *Root* immediately, the 1st *Person singular*; or 2d, *Imperative Mode*. [And this I call forming the *Tense*.]

2. From the 1st *Person*, &c. all the other *Persons*. [And this I call declining the *Persons*.]

Thus, *Conjugating* a *Verb* is performed in three Steps — 1° *Forming* the *Præter Root*. 2° *Forming* the other *Tenses* (in the 1st *Person singular*, or 2d *Imperative Mode*). 3° *Declining* the other *Persons*.

The *Rules* you will see afterwards; as to which, what follows is remarkable.

V. The *Præter Root*, 2 *Presents*, INDIC. *Future*, are formed by *particular Rules*.

The

The 6 *Præters* SUBJ. *Future*, IMPERAT. *Mode*, are formed by *general Rules*.

N. B. *Particular Rules* are such as differ in different *Classes*.

General Rules, such as are the same in all *Classes*.

Hence the first four may be called *particular Tenses*, and the other eight *general Tenses*.

VI. The *Persons* are declined by three *general Rules*, [that comprehend all *Tenses* of the same *Verb*, and the same *Tenses* of all *Verbs*] with a few easy *Supplements* [relating to a few *Tenses* of some *Classes*.]

But before I proceed to the Application of these Principles, I will vindicate this Method by these

OBSERVATIONS.

1st Though the declining of *Latin Verbs* upon these Principles will appear rational and easy by the Rules applied to Examples, as below:

Yet one grand Advantage of it appears already plainly from the two last Articles, *viz.*

That the first *Class* being taught by the *Rules*, a Scholar has no more to learn for the other *Classes*. But forming the four *Tenses* that have *particular Rules* in different *Classes*; the rest being all done by *general Rules*.

Hence the four *Conjugations* are reduced to one: for these eight *Tenses* that are formed by *general Rules* for all *Classes*, being four properly and strictly, for these *Tenses* only, that have *particular Rules* in different *Classes*: because the only Reason of distinguishing *Verbs* into *Classes*, is their different Formation. For if all *Verbs* were formed one Way in the like Parts, it would be useless and ridiculous to distinguish them into *Classes*, merely from the Difference in the Theme.

Again, as to declining *Persons* from the 1st, they are all in that Respect but one *Class*, as the few Rules for this are all general, with a few easy Supplements.

2^o After this, I need say but little more in Vindication of this Method—as to the Reason and Usefulness of teaching by Rules—what I have said in the Introduction to the declining of *Substantives*, will be rather stronger here, where the Variety of *Accidents* is greater. To which let me add,

3^o The Authors who think *Rules* unnecessary for Beginners, as if they suspected their own Opinion, have laid down some kind of *Rules*; but so insufficient, that they had as good given us none. For (1^o) They have made too many *Roots*, and a bad Choice of some of them (different Authors also differ in this.) (2^o) They have given no *Rule* for those *Roots* that are immediately derived from the Theme, as if they were themselves given Parts, as well as the Theme. (3^o) They have given a *Rule* only for the 1st *Person* singular, taking no Notice of the other *Persons*—and sometimes

sometimes only told us in general, what *Tenses* come from each *Root*. — Others have chosen the same two *Roots* as I have done, and given *Rules of Formation*, both for *Tense* and *Person*; but then they have given a *Rule* for every *Tense*, with all its *Persons* together; and this in every *Class*, without distinguishing what is alike, or the same, in forming the same *Tenses* (*i. e.* the 1st *Person singular*) in different *Classes*; and in declining the *Persons*: whereby they have multiplied *Rules* to no Purpose, but a needless Difficulty; if they meant to teach by these *Rules*; and have concealed the regular easy *Analogy* of the *Latin Conjugation*, which reduces it all to so plain and short a *Scheme* of *Rules* as you see below.

4^o I shall conclude the Argument for my Choice of the *Roots*, with observing, that as the *INFIN. Mode* expresses the Signification of the Verb in the most general and indefinite Manner; it is most naturally the Foundation of all the other Variety in the Verb, which serves only to express and distinguish particular Circumstances, superadded to that general Signification. — And as all the other Parts are formed so easily from these, and with such Advantage, as has been already shewn, which can be done from no other *Roots* — nothing but the Prejudice of a different Custom can make any Objection to it. — How *Grammatians* could ever think of another Method, is somewhat strange: and our *Dictionary Writers* seem to have been sensible, that the *INFIN. Mode* is the *Radix* of the Verb, by expressing the *English* in that *Mode*; though they have, inconsistently, set down the *Latin* in the *INDIC. Present, 1st Person singular* (which was done perhaps for Brevity) — but the *Vocabulary Writers* have been wiser, and set down the *INFINIT. Present*.

In Pursuance of my Method, I shall next give you a new *Scheme* of *Examples*, in all the four *Conjugations*, as far as that is necessary; with the *Rules* both for the *Tenses* and *Persons* — to which I prefix the following *Explication* of it; whereby, when a Teacher (to whom it possibly can be any Difficulty) has made himself Master of it, let him turn to the *Directions* following, for the Method of teaching.

SECT. 3. EXPLICATION of the following *Scheme* of *Examples* and *Rules*.

1^o There are *Examples* of all the four *Classes*, for the four *Tenses*, that are formed differently in different *Classes*; and for the other eight, only one *Example* in the 1st *Class*: which is all that is necessary, seeing the *Rules* are the same for all, *i. e.* these are all in one *Class*, as to declining.

2^o The *Tenses* are placed so, that those which are formed by particular *Rules*, stand together — and after them, those that are formed by general *Rules*. The like *Tenses* of the *INDIC.* and *SUBJ.* being set collaterally, one against the other; because their *Rules* are formed, and to be recited, together — except the *Futures*.

3^o The Words in every *Tense* are divided and distinguished, and to be read the same Way as in the preceding *Example* of *Class I.*

— observing

— observing (1) that the 1st *Person* is set down completely in every *Tense*: yet, where the *personal Ending* is the same for the same *Tense* of different *Classes*, it is but once set down, against the first Part of the Examples they refer to, which, for that Purpose, are joined together by a Brace. And then (2) for the other *personal Endings* after the first, because they are the same in all *Tenses* and *Classes* [except the *INDIC. Perfect*, and *IMPERAT. Mode*, which, though differing from the other *Tenses*, are the same in all *Classes*] they also are but once set down, in the *INDIC. Present*; and must be applied, in reading the Examples, to every *Tense*, against which they are not placed. For the *INDIC. Perfect*, and *IMPER. Mode*, their Endings are set against them. (3) Where you find a small Vowel in the Place of the 2d *Person singular*, in a Line with any Example, this goes through all the following *Persons* of that Example, except where *u*, or *eru*, take place of it in the 3d plural—minding also, that in the *INDIC. Future, Class III. and IV.* the *a* in *am* is changed to *e*, in the other *Persons*. Thus, for reading the Scheme of Examples, what remains is only to

OBSERVE, that the 1st Number of the Word in every *Tense* is peculiarly called the *radical Part*, as being what that *Tense* borrows from its *Root* (in Formation) which always goes through the whole *Persons* of the *Tense*. And what comes after this in every *Person*, is called the *Termination*, which, in the 1st *Person singular*, is what (in Formation) is put in place of the Ending of the *Root*; which sometimes is no more than the *personal Ending*; but generally has more in it than this Ending, which belongs also to all the *Persons*, with a little Variety and Exception; and may be called the *temporal Characteristic*, as it generally distinguishes the *Tenses* from one another: so *ba* goes through the whole *IND. Imperfect*, and belongs properly to that *Tense*; as *era* does to the *Pluperfect*. But of this more in another Place.

For the RULES:

You have those for the *Tenses* placed orderly, against the Examples; and those for the *Persons* by themselves, referring to the Examples in which they have a more general and promiscuous Application.

Thus you have a Scheme, wherein the *Analogies* of Latin Verbs are plain and easy; all that they agree or differ in, manifest at Sight; and the *Rules* obvious from the Examples, easy both to apply and remember.

There are some further Observations I have put after the Scheme, because they are nothing to the understanding or reading of it—accounting only for something in the *Method* both of the Examples and Rules.

N. B. Before you proceed further, see the *Directions* for teaching, which you find after the Scheme, and the Observations following it.

SCHEME of the FOUR CONJUGATIONS,

Shewing wherein *Regular Verbs* differ in declining, and make Four Classes; and wherein they agree, and make but One Class.—The whole abridged into a short and easy View of all that is the same, or different, in different Parts of the same Verb, or the same Parts of different Verbs, with respect to their

ANALOGIES and FORMATION.

EXAMPLES.									
INF. MODE.		Pres.		Pret.		(Roots.)			
I. Ama-		re		u		isse			
II. Mon-e		re		u		isse			
III. Leg-e		re		u		isse			
IV. Audi-		re		u		isse			
IND. MODE.									
	1	2	3	1	2	3	SUBJ.		
Present.	Am	a	a	t	mus	tis	nt	a	m
	Mone	o	s	t	mus	tis	u	a-	a-
	Leg	i	i					a-	a-
	Audi								
Future.	Ama	bo	i						
	Mone								
	Leg	am	e						
	Audi								
Impf.	Ama-	bam					nt	rem	
Perf	Amav-	i	isti	t	mus	stis	erit	erit	
Plperf.	Amav-	eram					isse-	isse-	
Fut.	Amav-						erit	erit	

RULES. 1° FOR TENSES.									
PARTICULAR RULES.									
Class I. and IV.		re to uisse.		re to uisse.		re to uisse.			
II.		ere to uisse.		ere to uisse.		ere to uisse.			
III.		ere into uisse.		ere into uisse.		ere into uisse.			
IND. SUBJ.									
Class I.		ere into o and em		ere into o and am		ere into o and am			
II. and IV.		ere into o and am		ere into o and am		ere into o and am			
III.		ere into o and am		ere into o and am		ere into o and am			
Class I.		change re to bo.		change re to bo.		change re to bo.			
II.		change re to bo.		change re to bo.		change re to bo.			
III.		change re to bo.		change re to bo.		change re to bo.			
IV.		change re to bo.		change re to bo.		change re to bo.			
GENERAL RULES.									
re to bam and rem		re to bam and rem		re to bam and rem		re to bam and rem		The IVth -bam	
isse into i		isse into i		isse into i		isse into i			
ere into i		ere into i		ere into i		ere into i			
ere into i		ere into i		ere into i		ere into i			
ere into i		ere into i		ere into i		ere into i			
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ere into i		ere into i		ere into i		ere into i			
ere into i		ere into							

RULES. 1° For TENSES.

PARTICULAR RULES.

Class I. and IV. 2o re to viffe.

II. 3o ere to uiffe.

III. 3o ere into isse.

IND. SUBJ.

Class I. 2o are into o and em

II. and IV. 3o re to o and am

III. 3o ere into o and am

Class I. 3 change re to bo.

II. 3 the same as the SUBJ. Ps.

GENERAL RULES.

re to bam and rem • The IVth -bam

isse into i erim

eram

erit

IMPER. MODE.

2 3 2 3
Ama -to -te -nto | Drop re.

N. B. The 2d singular ends always with the Vowel before *re*, except the third be used for it.

2° RULES for the PERSONS.

IND. } change { o and m to s t mus tis nt
and }
SUBJ. } change { i to isti t imus istis erunt, or ere.
IMPER. Add -to -te -nto.

SUPPLEMENTS for the PERSONS.

IND. *Pres.* Class I. prefix *a*. Class III. *i*, which change to *u*, in the 3d plural: and here Class IV. prefix *u*.
Futures in *o* prefix *i*: but *u* in the 3d plural INDIC.
in *am* change *a* to *e*.
IMP. *Mode*, Class III. changes *e* to *i*; and *u*, in the 3d plural: and here Class IV. prefix *u*.

Further OBSERVATIONS on the SCHEME.

1° In the INDIC. *Perfect* I have set down the whole *Termination* in every Person (which is more than the *personal Ending*) and included it in the Rule to make this easier. For the Rule might be made thus — to *i* add *sti*, *t*; *mus*, *tis*, *nt* (the *personal Endings* only) and putting into the *Supplement* this — IND. *Perf.* prefix *eru* to *nt*, 3d plural, dropping *i* of the 1st singular. But the other is much easier, requiring no *Supplement*; and is also uniform with the other *Tenses*, as all are by *Change*.

2° The *Formation* of the IND. *Perfect* would be most simply made by dropping *isse* of its *Root* — and the SUB. *Imperfect* and *Pluperfect*, by adding *m* to their *Roots*. But I have made them all by *Change*; not only for Uniformity, but that the Rules for the Dependents of the *Præter Root* may be read off all together, without Variation of Stop, which will make them more easily recited and remembered. Thus, change *isse* into *i*, *erim*, *eram*, *issem*, *ero* — though you may call for the Rules of these different *Tenses* separately. — And as to the former Rule for the SUBJ. *Imperfect*, I must observe it has this Advantage, that it admits of no Exception, as the other does; because all Verbs do not end with *re*, in the *Theme*: and therefore if that is made the Rule, there will never be any Irregularity in the SUBJ. *Imperfect*, which I shall take Notice of again, when I come to *irregular Verbs*.

3° As to the *Tenses* formed by particular Rules, you see there are but three Rules for each, though there be four Classes; because, in each, some two Classes agree in the same Rule; and if these had happened to be the same two Classes, in every one of these *Tenses*,

this would have reduced them to three *Classes*; but as it is otherwise, they are still four. — As to these *Tenses*,

OBSERVE also, that in the two last *Rules* for each *Tense*, there is so very small a Difference, that there are almost but two *Rules* for each.

4° There are a few Verbs, whose *Themes* do not end in *re*, or not in *re* after a Vowel; which are not formed in all their *Accidents*, by the preceding *Rules*. But for all others which end in *re*, the *general Rules* have no Exceptions. These I shall consider afterwards, as far as it is necessary for the Rudiments, under the Title of *Irregular Conjugation*; and here I shall only further OBSERVE, that,

5° The *Rule* given for the *Præter Root*, *Class III.* is indeed far from being a *general Rule* (*i. e.* which comprehends the greatest Number of Verbs of this *Class*, as those for the other *Classes* do; though they have also Exceptions) for it is a complete *Rule* only for a few Verbs, in the *Class*, which has several *Rules*, with Exceptions to each — and I have put it here with the others that are general for their *Classes*, only that there might be no Gap in the *System*; and that a Scholar might have one *Rule* to practise the forming of Verbs upon, in this *Class* (which is enough in the first Course.) In order to which, the Examples proposed to him must be such as fall under this *Rule*: and this must be observed too for the other *Classes*, which have all Exceptions. In another Place I shall give more *Rules* for this *Class*, to complete it. And another Reason for putting this *Rule* here, from its containing something that is peculiar to this *Class*, and general also as to the far greater Number of Examples in it.

DIRECTIONS for Teaching by the SCHEME

I have already advised that the *general Principles* be first recited. Then,

I. For the First CLASS,

Let the declining of this be taught by itself, according to the *Rules*. Thus,

1° Show him how to read the Example from the SCHEME, through all *Persons* of every *Tense*.

2° Point out to him the *Rules* for the *Tenses* (only) in order as they stand against each *Tense* of this Example, (omitting the particular *Rules* for the other *Classes*) and explain the Application in the Example.

3° Let him get off these *Rules*, and recite them; first in Order, and then call for them up and down.

4° Call for the several *Tenses* in the Order of the *Rules* (joining these two of the same Name together, whose *Rules* are joined) which he is to recite, and shew the Formation — Thus,

You ask what are the two *Presentes*? He answers, *amo*, IND. *amem*, SUBJ. formed by changing *are* into *o* and *em*.

N. B.

N. P. Before you call for any *Tense*, tell him first to repeat the *Rule* to himself, upon every Question, before he answers it; and if he errs, make him recite the *Rule*.

5° Call for the *Tenses* separately, in the common Order, each Mode by itself — and then in any Order, with the Rules.

6° When he is thus ready at forming the *Tenses*, let him get off, and recite the three *general Rules* for declining the *Persons*, and the *Supplements*, as far as they relate to the first Class (which are only for INDIC. *Present*, and *Futures* in *o*.)

7° Then call for the *Tenses* singly and separately, in any Order you please; which are now to be recited through all the *Persons* — distinguishing the *Number* as he proceeds. — And after reciting each, let him show how the *Persons* are declined: thus, for Example, bid him decline the INDIC. *Present*; he answers, *Amo, amas, &c.* (declined by changing *o* to *s*, &c. and prefixing *a*.)

And if you please you may make him here again shew the *Formation* of the *Tense*, and then the *declining* of the *Persons*: thus, you call for the INDIC. *Present*; he answers, *Amo, amas, &c.* formed by changing *are* into *o*, and declined (as above.)

Let all this be done in several Examples of this Class, till he is ready at the Practice in this Method. And being thus Master of the first, he will soon be so of the other *Classes*. Thus,

II. For the other three Classes,

OBSERVE, that as there are only four *Tenses* [the *Præter Root*, the two *Present*s, and INDIC. *Future*] that are formed by particular Rules — it is manifest, that after the first *Class*, a Scholar has nothing new to learn for the other three, but the declining of these four *Tenses*, and a few *Supplements* for the *Persons*; for which Reason there are Examples set down in every Class for these *Tenses* only: therefore, to make him sensible that he has already learned the declining of the other eight *Tenses* for all Verbs, I would dispatch the Application of the *general Rules* to these eight *Tenses*, in the other Classes. Thus,

For the eight general Tenses.

1° Make him here again recite the *general Rules* for the *Tenses*, taking in now what is added for the IND. *Imperfect*, Class IV.

2° Recite the two *Roots* in the Examples of Class II, III, and IV. (from the *Scheme*.)

3° Take the Examples separately, and of each call for these eight *Tenses*, which he is to recite with the *Formation*, as he did in Class I.

4° Make him again recite the *Rules* for the *Persons*, adding now the *Supplements* for the *Futures* in *o*, and *Imperative Mode*, which alone belong to the *general Tenses*.

5° Then call for the same *Tenses*; and let him recite them, as was directed for Class I. Art. 7°.

When he has done this in one Example of each *Class*, it is enough; unless you find him slow, and then do the same in one or more Examples of each. Next,

For the four particular *Tenses*.

1^o Teach him to read the Example from the *Scheme*, and then let him recite them, each Example by itself, through these four *Tenses*, with their *Persons*.

2^o Shew him the *Rules*, with their Application in the Examples.

3^o Let him recite the whole *System* of particular *Rules*, with the first and second *Supplements* for the *Persons* [which alone belong to the particular *Tenses*.]—Then,

4^o Take the Examples separately, and call for these *Tenses*; which he is to recite, and shew the *Formation*.—Afterwards call for them again, to be recited through all, as before directed.

5^o Exercise him the same Way in other Examples of these *Classes*, for the four particular *Tenses*.—And that he may comprehend the whole *System* together, and have it all in his View at once, make him recite all the *Rules* for these *Tenses* and the *Persons*, with their *Supplements* in Order; distinguishing the particular from the general *Rules*—and naming the *Tense* before the *Rule*.

And then you may take a different Example of every *Class*, and call for all the *Tenses* of it, up and down, to be recited now thro' all the *Persons* at once; and if he errs, make him recite the *Rule*, and correct his Error by it.—But now as to declining the *Persons*, since the *Rules* are general, and the *Supplements* relate only to the *INDIC. Present*, the *Futures*, and *Imperative Mode*, he needs decline the *Persons* only for these *Tenses*, and in these *Classes* where they take place.

And now, I hope, it will be evident, that he will very soon and easily be Master of the whole *regular Conjugation* in this Method; which, giving him a clear short Idea of the Structure of Verbs, in their Likenesses and Differences, whereby their declining is reduced to a few *Rules*, he must both understand and remember what he thus learns, much better than by mere Rote of Examples—the Imitation and remembering of which, by referring all to the *Theme*, as before-mentioned, is much more difficult than by these *Principles* and *Rules*.

FURTHER DIRECTIONS for Teaching.

1^o I have found it useful to take an Example in any *Class*, and make a Scholar change it into every *Class*, by altering the characteristic Vowel of the *Theme* [for Example, turn *amare* into *amere* long and short, and *amire*]—then call for the *Tenses*, separately and singly; and make the Scholar recite the same *Tense*, from the Word thus changed, in every *Class*, one after another—which is better than taking four Examples, one in each *Class*; as it will make him more attentive to the Differences; because of what remains the same for all, in the Part that is not changed in the given *Root*; and this will contribute very much to fixing the *Rules* in his Memory.

2^o Give

2^o Give him now and then an Example over-night, to write out the whole Verb, through all its *Accidents*, and bring next Morning to School; which he may write out with all the *personal Endings* (or other necessary Parts of the Termination) to every *Tense*; or only the three different Sets, as in the *Scheme*; with the *Prefixes* in every *Tense*, to which any belong.

3^o There remains yet a further more particular

EXERCISE upon the PERSONS,

[*i. e.* the *Persons* after the 1st, for as to this the preceding Rules are particular,] which consists of these two Things: (1^o) To call for, or name any of, these *Persons*, with the *Mode* and *Tense*; and the Scholar to recite the Word. (2^o) To recite to him the Word in any of these *Persons*, and he to name the *Person*, &c.

But here OBSERVE, It will be necessary that he know the Præter Root of the Verb; otherwise, because of its Irregularity in many Verbs, he cannot find the Answer from the Theme alone, unless the Præter be regular.

OBSERVE,

I suppose a Boy knows the Roots of the Verbs, or they must be given him; — the Theme at least: and if it is a regular Verb, he can find the Præter Root by the Rule; otherwise this Root must also be given. — But it will be sufficient in this Place to take Examples of regular Verbs.

As to Article I. — Let him first find the *Tense* proposed (*i. e.* the 1st Person singular, or 2^d of the Imperative Mode) and then decline from that to the Person sought.

The Use of this will be when he comes to the *Syntax*, Practice in which will make it familiar; but there he must necessarily know the Præter Root, if the Verb be irregular in that Root, and is to be put in a *Tense* depending upon it — and if it depends upon the Present Root, he must also remember the few Verbs that are irregular in the Dependents of that Root — which he will learn afterwards in the *Supplement* to the *Accidents*.

For Article II. — If he distinctly remembers the *personal Endings*, they will shew him the Person and Number without Exception; and the Roots will, with a little Attention to the Rules, [and the Class; if it is a *Tense* that falls under a particular Rule] shew the *Mode* and *Tense*. — But,

N. B. — Here there will be some Ambiguities: — as,

(1) The SUBJ. *Present* and *Future*, are the same for every Person, except the 1st.

(2) The INDIC. *Present* and *Present*, are the same in the 3^d Person singular, and 1st Person plural, for Class III. if the Præter is formed by the preceding general Rule. — So that if the Word proposed falls under these Ambiguities, let him name both the *Tenses* to which it belongs. — Other Ambiguities also happen from a Likeness of different *Tenses* in different Classes; but if he knows the Present Root, this will determine it. The Use of this will be when he comes to read (or construe, as they call it) a *Latin Book*,

and *parse* the Words — where he must necessarily be supposed to know both the Roots. — And for the first two Ambiguities, the Sense only can determine them.

OBSERVE, As to both these Exercises, there is no Necessity of doing a great deal in them here — a little Exercise upon regular Verbs, to establish, in a Scholar's Memory, the general Principles and Rules, is sufficient. — Afterwards he will have sufficient Practice of them, both in the Syntax and Parsing — as to which last — *N. B.* — If the Method I have proposed in the *Introduction* to Syntax were followed, it would make this very easy.

If a Teacher thinks fit to add here any thing further relating to the *Characteristics* of Tenses, he may ; though I think the Knowledge of the Roots will answer all the present Purpose. — Elsewhere, I shall be more particular upon this Subject, under the Title of *Resolution of Verbs*.

A R T. IV.

Of Declining Verbs in the Passive Form.

SECT. I. INTRODUCTION,

Giving a further Account of the Nature of the two *Forms*, and the proper Method of Teaching them.

1^o As to the two *Forms*, Grammarians commonly reckon them *Accidents* of a Verb ; because the one *Form* is derived from the other. But this has as little Reason in it, as their making *Comparison* an *Accident* of an *Adjective* ; and the Reasons against that, are equally against this : wherefore I have justly considered *Form* (or *Voice*) not as an *Accident*, but a Distinction of two different *Sorts* of *Verbs*. And it is so much the more reasonable, as there are a great many Verbs in the *passive Form*, that signify *actively* or *neutrally* ; though but a few in the *active Form*, that signify *passively*.

2^o From this again it is, that the four *Conjugations* are commonly made a general Distinction of all Verbs, and subdivided, each *Class* into two *Forms* ; whereby *passive* Verbs are made of four different *Conjugations*, as well as *active* — [though, with respect to declining, they are really but one, as you will see] — and so the *passive* is, by some, placed immediately after the *active*, under every *Class* separately, making still but four *Classes*, though subdivided each into two *Forms*.

3^o Others deliver the *passive Form* all by itself, in four *Classes*, after the four *Classes* of the *active* ; and so make in all eight *Conjugations*, four *active* and four *passive*.

4^o But neither of them explain the Formation of the whole *passive Form* from the *active* ; and so, those who give Rules of Formation, are obliged to give different Rules in every *Class*, for the *passive Form* : whereas, had they considered, what, no doubt, they

they knew well enough, that the *passive Form* is derived, in every Part, from the *active*, and this too by *general Rules* of Formation, for all *Passives*, with a very few Exceptions, they would have seen the Method I have given to be the most rational and easy, *viz.*

(1) To consider the two *Forms* as a general grammatical Distinction of Verbs, from their Endings. (2) To teach the *active Form* all by itself, under the necessary Distinction of four *Classes*, as has been done. (4) To teach (as I have done below) the *passive Form* by itself, as a separate Branch of the Distinction, and all making but one *Class*, because of the same general Method of Formation in them all, from their corresponding *active*.

For it is manifest (as I have already observed, on some *Tenses* of the *active*) that the only Reason of distinguishing declinable Words of the same Part of Speech, into *Classes*, is the different Manner of declining them from the *Roots*; otherwise, there would be no Foundation for such a Distinction, howsoever their *Roots* themselves might differ: as we see in the Declension of the *Substantives*, different *Themes* are put in the same *Class*, because they are declined into the same common Endings for the other *Cases*, even with a very different Application; and are in different *Classes* only where these common Endings are upon the whole different.

N. B. Nevertheless, we may say of any *passive Verb*, that it is of the first, or second, &c. *Class*, meaning only, that its *Active* is (or that it is derived from an *Active*) of that *Class*; and so it will be convenient sometimes to do.

OBSERVE, at last, as a Consequence of the following Method, that there is no single Word assigned as a *Theme* in the *passive Form*; and if there is any such, it has it not in itself, but in the *Theme* of the *active*; and so the *Theme* of a Verb is always to be understood as in the *active Form*; as the common *Theme* of its own *Accidents* and of its corresponding *passive* (if it has one) — yet, as no Part of the *passive* is immediately derived from this, but the *INFINIT. Present*, every *Tense* of the *active* is a *Root* to the like *Tense* of the *passive* (as you will see below.) And if we were to form all the *passive Tenses* from its *INFIN. Present*, as a *Theme* or *Root* (though still this must come from the *active*) then indeed we should make four *Classes*, as different in Formation as the four *active Classes*. — But how useless and burthensome this would be, the following Method will shew.

OBSERVE,

A Scholar, before he can enter upon the declining of *passive Verbs*, must be taught the conjugating of the Verb *esse*, to be; both in *Latin* and *English*, which is irregular in both. — Because *passive Verbs* borrow a Part of their *English* from this Verb; and though they have not all the *Tenses* that the *active Form* has, yet what they want being supplied in Part by the *Latin Verb esse*, the Knowledge of this will be necessary, when a Scholar comes to learn how these *Tenses* are supplied.

The Verb *Esse* declined.

N. B. In which I have set down only the irregular Parts; and what are not set down, are to be filled up in reciting, by the Rules. — OBSERVING, that I have reckoned the SUBJ. *Imperfect* regular, referring to a Rule already mentioned for this Tense, viz. add *m* to the Theme, which is without Exception.

INF. Pres. *Esse, to be.* Præt. *Fuisse, to have been.*

IND. Pres. Sum es est sumus estis sunt.

English. *am art is are*

Imperf. Eram, &c. *was wast was were,*

Future. Ero, &c.

SUB. Pres. Sim, &c.

IMP. Mode. Esto sunt.

1 Fut. PART. Futurus.

N. B. For the English — Instead of *I am, &c.* it uses *Ihe, thou beest, he, &c. be;* after some Conjunctions, viz. *if, though, whether, &c.* Example. *If I be alive.*

Also — after the same Conjunctions, it uses *I were, thou wert, he, &c. were.* — But either Way this implies, most commonly, the present Time. Example. *If I were a rich Man, i. e. now, or at this Time* — which is also expressed without the *if*; thus, *Were I a rich Man.*

Before we proceed to the declining the *passive* Verb — these Things you must further

OBSERVE — 1^o That as the *passive* Form is derived from the *active*, yet every Verb in the *active* Form has not a *Passive* derived from it; it may seem necessary, before a Scholar is taught the *passive* Form, to teach him what Verbs in the *active* Form admit of a *passive*. But Examples being taken of such *active* Verbs, that is sufficient for his learning the Practice of forming their *Passives*. After which I shall explain this Point particularly.

2^o That the *passive* Form is first and principally to be considered, as it is applied with the *passive* Signification, and derived from a corresponding *active*; as has been already explained: and so you are to understand the following Instructions. — Yet there are many Verbs in the *passive* Form that have not a *passive* Signification; and whether they have or not, are not derived from any real Verb in the *active* Form: what is necessary to be said about these (which in effect are declined the same Way as the former) I shall deliver in the Supplement.

N. B. Before you go further, look to the Directions for Teaching, which you find after the following Instruction and Example.

SECT. 2. GENERAL INSTRUCTION for the *Passive Form*.

I. The *passive Form* has the same *Accidents* as the *active*, [i. e. Modes, Tenses, Numbers, and Persons.] But,

II. It has only these Tenses, viz. *Infinitive Present*, and what depends on that Root, in the other Modes of the *Active*, [i. e. it has no others expressed by a simple Word; the rest being supplied by two other Words, as you will learn afterwards — which is the Reason I have considered them by themselves, as not belonging properly to the Formation of the *passive Verb*; but a Contrivance to express the Sense of what is wanting in its Formation.]

III. And these are all derived from the like *Tenses* of the corresponding *active*, by changing only the personal Endings, [as you see in the following Example and Rules — and this alike in all Verbs, with very little Exception; so as to make them all one Class, with respect to declining.]

IV. For the *English*,

It is made by that of the like *Tense* of *esse*, put before the *English Præter* (of the corresponding *active*) which follows the *Sign* have. For, *N. B.* the *English* has no *passive Verb*, which it supplies in this Manner.

Thus — *To be loved* — *I am loved* — *I was loved*, &c. Therefore I thought it needless to join *English* with the following *Latin* Example. — Yet,

N. B. The *English* sometimes expresses the *passive* by another Word (derived from the Verb) than the *Præter*, as you will see at the End of the Supplement.

SECT. 3. Example of a *passive Verb*, with Rules.

N. B. As the Rules are general (which reduce *passive* Conjugations all to one Class) one Example is sufficient for all; which I have taken from the first Class *active*; because it shews the Exception in the *INDIC. Future*.

As to the Example, it is set down in the same Method as in the *active Scheme*, and to be read the same Way.

In which too, for the easier comparing the two *Forms*, and the declining the *passive* from the *active*, I have set down the *active* personal Endings, in small Characters, over the *passive*; which are in larger.

The Rules of Formation are placed corresponding to the Example.

RULES.

- I. Change e to i —
III Cl ere to i.
- II. 1st Person singular
— to o add r.
change m to f.
Fortherest, change
the active personal
Endings to ris,
tur, &c.
Also, where i was
prefixed in the ac-
tive, it is changed
to e, in the 2d
singular only.

SUBJ.

m
et
m
re

EXAMPLE.

INF. Pres. Amar-i, to be loved.

INDICATIVE.

Present. Am-^e aris tur mur mini ntur

Imperf. Ama-bar

Future. Amab-of e i u

IMPERAT. M. Am-^afe for mini ntor.

RULE for the IMPERAT. — To the 2d singular ac-
tive, add re. — For the rest, change the ac-
tive Endings to tor, &c.

N. B. In the 2d singular, INDIC. and SUBJ. — re is sometimes used for ris.

OBSERVE, Here you have all the *passive* personal Endings in Order, which both distinguish the *Persons* in this *Form*, and it from the *active* in every *Tense* — except where there is an Ambiguity — as *amare*, which is both *active* and *passive*, viz. INFIN. *active*, and IMPERAT. *passive*. Examples in the other *Classes* will be easily conceived, and done, after the same Manner, by the Rules.

DIRECTIONS for TEACHING.

Make him recite the four Instructions before the Example. Then teach him to read the Example, and shew him the Formation of it from the *active* — then let him recite it; the *Latin* and *English* each by itself; and then put them together — though this last is not very necessary, as he practised the like in the *active Form*.

Make

Make him recite the Rules — and then by them form one or two *passive* Verbs, from *Actives*, in every *Class*; with, or without *English*, going through the *Persons* — in order to which, let him first recite the *active* before the *passive*; which yet he needs do only in the 1st and 2d *Person singular*, and 3d *plural*; and these too only in the *INDIC. Present* and *Future*, because of the Vowel prefixed or changed, in declining these *Tenses*, which he will remember goes through the following *Persons*, unless changed in the 3d *plural*. In the rest, when he has formed the 1st *Person singular*, he needs not mind the *active*, but change *r* to *ris*, &c.

But for the *Imperative Mode*, let him recite the whole *active*, in *Class III.* and mind the additional *u* in the 3d *plural, Class IV.*

Afterwards let him form some Examples, without reciting the *Active*; which, however, he must reflect upon with himself; and if he errs, you must call him to the *Active*.

O B S E R V E,

There remains to be explained, with respect to *passive* Verbs, the Manner of supplying the *Tenses* which they want; or expressing these *Tenses* with the *passive* Signification; which being supplied by two other Words, *viz.* the Verb *esse, to be*, which is already taught, and an *Adjective* derived from an *active* Verb, called the *Præter Participle* of it; the Scholar must, therefore, either be furnished with that *Participle* in the Examples proposed, or be first taught how to find it.

The former will, I think, be sufficient for his learning the Method of supplying these *Tenses*, though not to apply it to every Example, till he knows how to find the *Participles*. — For as there are several other *Participles* derived from a Verb, it will be best to leave that Subject to be treated completely in another Place, as I have done in the following *Supplement*.

SECT. 4. How the TENSES, wanting in the *passive* Form, are supplied.

I. These *Tenses* are the *Infinitive Præter*, and what depend upon it [*in the other Modes of the active.*] — There is also a supplied *INFINITIVE Future*, of which afterwards.

II. They are supplied by the like *Tense* of *esse*, put after the *Præter Participle*—and *englished* accordingly, [*as in the Example below.*]

OBSERVING, (1) The *Infinitive Præter* takes the *Accusative* of the *Participle*, but the *Indicative* and *Subjunctive* take the *Nominative*, which must be *singular* with the *singular Number* of the Verb, and *plural* with the *plural* (this being so, according as the Subject of the Verb is.)

(2) As the *Participle* is an *Adjective* always applied to a *Substantive*, it is put in the *Gender* of that *Substantive* (which is the *Subject* of the Verb.)

N. B. The Reasons of these things you will see more particularly in the *Syntax*.

EXAMPLE of the supplied TENSES.

INF. *Præter.* sing. Amatum } fuisse, *To have been loved.*
 plural. Amatos }

INDIC. MODE.

	Sing.	Plural.
<i>Perf.</i>	Amatus fui, &c.	Amati fuimus, &c.
<i>Pluperf.</i>	fueram.	fueramus.

SUBJ. MODE.

<i>Perf.</i>	fuerim, &c.	foerimus.
<i>Pluperf.</i>	fuissem, &c.	fuissemus.
<i>Future.</i>	fuero.	fuерimus.

In the same Manner supply these *Tenses*, in Examples of the other *Cl. ffs.*

OBSERVE, The *Participle* is often used with the *Present* of *esse*, yet englished as the *Perfect*; also with the *Imperfect*, and englished as the *Pluperfect*, and so Grammarians commonly make the *Perfect* and *Pluperfect* indifferently. — thus, INDIC. *amatus sum* or *fui* — *eram* or *fueram*; SUBJ. *sim* or *fuerim* — *essem* or *fuissem*; and the INFINIT. *Præter*, *esse* or *fuisse* — also the SUBJ. *Future* *ero* or *fuero*. — But what they add does not strictly and properly belong to these *Tenses*; because they must sometimes be rendered according to the proper *Tense* of the Verb, as *amatus sum*, I am loved; and are englished the other Way only when the Sense and Connection determines it so. — For these *Tenses* of *esse* joined with the *Participle*, are not indifferent — *fui* never being the *Present Tense*, though *sum*, for Variety, is used for the *past* — especially when no Regard is had to the Time when; or when it is a Time immediately past; and then too it is best rendered by the *Present*. For this Cause I have not joined these *Tenses* of *esse* with the *Participle*, as properly and indifferently, supplying the *Tenses* wanted in the *passive Form*, though sometimes used so; otherwise they are only a Variety instead of the proper *Tenses* of the *passive Verb*; though perhaps with a little Variation in the Sense.

Of the supplied INFINITIVE *Future*, both in the *active* and *passive Forms*.

I. In the ACTIVE, it is supplied by the Verb *esse*, or *fore*, with [another *Participle* called] the first *Future Participle*, put in the Accusative Case.

N. B. The *Participle* with its *English* must be given in the Example — thus, from *amare*, the first *Future Participle*, is *amaturus*, about

about to love — and the INFIN. Future is *amaturum esse* or *fore*, *to be about to love*.

Mind also, that the *Participle* is varied in *Gender* and *Number*, to agree, in these, with the Subject of the Verb. See *Syntax*.

OBSERVE,

(1^o) Sometimes *fuisse* is joined after this *Participle*, as *amatum fuisse*, *to have been*; which some Grammarians set down, as being also the INFIN. Future; and others omit it. As to which, OBSERVE, it certainly expresses *Futurity*, but in a different Sense from the other (which is the proper simple Future of the Verb.) For *esse* signifies what is now *future*, when you speak it — *fuisse*, what was future at a Time *past*. And as the INFIN. generally depends upon another Verb; so, according as that Verb is the *Present* or *Præter Tense*, *esse* or *fuisse* is used after the *Participle*.

(2^o) This *Future Participle* is sometimes used to signify bare *Futurity*, or what will be — but often it signifies also an *Inclination* or *Design* of something *future*; and in both Cases is joined with other *Modes* and *Tenses* of *esse*, as well as the *Infinitive*.

II. In the *PASSIVE Form* — It is supplied by the *Præter Participle Accusative*, with *iri* (from *ire*, *to go*) and sometimes with *fore*.

Examp. *Amatum iri*, or *fore*, *to be about to be loved*.

N. B. Whatever *Gender* or *Number* the Subject of the Verb is, the *Participle* is not varied.

OBSERVE,

(1^o) Some make what is called the second *Future Participle* with *esse* or *fuisse*, *to be also* the INFIN. Future *passive* — as *amandum esse* or *fuisse*. — But though this may signify *Futurity*, it never signifies bare *Futurity*, as the former, but *Necessity*, *Duty*, or *Merit*, with respect to the *future* Time, whether the Thing ever happen or no. — And in this Tense, this *Participle* is joined also with other Parts of *esse*, and often regards no particular Distinction of Time; but what ought at all Times to be, or to have been.

(2^o) Whether the Word before *iri* be the *Participle*, or what is called the *Supine*, as it is commonly reckoned, admits of some Dispute.

As to the Word itself, it is (materially) the same, and formed the same Way from the Verb; so that it is the same thing in Practice, which of them we call it. — I have called it the *Participle*, as more agreeable to the *passive* Sense. — But this I will examine further in a more proper Place.

I shall finish this Subject with the two following Articles, that have a relation to it.

I. What VERBS in the *active Form* have a corresponding *passive*.

If the given Verb is of *neuter* Signification, it has properly no *passive*. — And as every *active* does not admit of a *passive*; the Question is to know, what do, or do not?

The

The Sense, after a little Practice, will easily discover this, according to the Nature of the Action.—But, without minding what kind of Action it is, you will know it by this

R U L E.

Put *he* for *have* in the *English Infinitive Præter*; if that makes good Sense, it admits of a *passive*; otherwise not.

E X A M P L E.

Docere, to teach — *Præter. to have taught*: and because *to be taught* is good Sense; therefore *docere* admits of a *passive*, *doceri, to be taught*.

But *flere, to weep* — *Præter. to have wept*, admits not of a *passive*, because *to be wept* is not good Sense. — A Scholar ought to recite this Rule, and apply it to several Examples.

N. B. Some Verbs are used *passively* in the 3d Person only, even some that admit not a *passive*, by the preceding Rule; for which see *Defective* and *Impersonal* Verbs.

I ADD here the following Observation, as connected with the present Subject.

OBSERVATION upon ACTIVE VERBS, as distinguished into *transitive* and *intransitive*.

I have, at the Beginning mentioned this Distinction of *active Verbs*, of which take this particular Explanation.

As no Verb properly admits of a *passive*, but what is of *active* Signification, tho' all *Actives* do not; so, these *active* Verbs that admit a *passive*, are [properly] called *transitive*, and others are called *intransitive* — the Reason of the Distinction and Names being this:

That *Action* which produces a corresponding *Passion*, is called *transitive*, from *trans-ire, to pass over*, because it passes upon, i. e. has an Effect upon, or a Reference to, some other Thing, which is called the *Object* of the *Action*; and is also the *Subject* of the corresponding *Passion*. Others are called *intransitive*, because the *Action* does not pass upon, or refer to, another Thing.

So — *amare, to love*; *docere, to teach*; are *transitive*: But, *flere, to weep*; *ambulare, to walk*; are *intransitive*.

Hence it is plain, that if an *active Verb* be *transitive*, the *English* of it will admit of the Question *whom* or *what* after it, with good Sense [i. e. admits of a rational Answer to this Question] and the Answer will be the *Subject* of the corresponding *Passion*. — Examp. *Amare, to love*; Q. *whom*? A. *God*. From whence the *passive*, — *Deus amatur, God is loved*. But then, OBSERVE — that every *active Verb*, which admits of this Question, is not *transitive*, nor consequently admits of a *passive* — else this Question would be an easy Rule to know what *active Verbs* admit of a *passive*, or no. — Yet it is further to be OBSERVED, that many such *Latin Verbs* are called *transitive*, which are not so, according to the above Definition, and admit of no *passive* — or, this in a peculiar and

and improper Manner; — which I will consider more particularly under *Syntax*.

2. To distinguish whether an *English* Expression made by the Verb *to be*, with an *Adjective* following, be *neuter* or *passive*.

OBSERVE — The *English* has proper Verbs corresponding in Signification to some *Latin Neuters*, as *stare*, *to stand*. — But many of these are expressed in *English* by the Verb *to be*, with an *Adjective* expressing the State and Circumstance of *Being*, signified by the *Latin Verb*, as *esurire*, *to be hungry*. And as the *English* has no *passive Verb*, but expresses the Signification of a *Latin passive Verb* by the same Verb *to be*, (as above shewn) — These two Kinds of Expressions made with *to be* in *English*, are known by this

R U L E.

If the Word after *to be* [or any other Part of this Verb,] is that *Præter* of an *active Verb*, which follows *to have* [in the *INFIN.*] the Expression is *passive* [corresponding to the *Latin passive Verb*] otherwise it is *neuter* — [where the Word following is always a common *Adjective*.]

OBSERVE also — That such *neuter* Expressions in *English* have not always a corresponding *neuter Verb* in *Latin*; many such being expressed here by *esse*, with an *Adjective*. Example. *To be just*, *esse honestus* or *honestum* (see *Syntax*.) *To be learned*, *esse doctus*.

The U S E of this R U L E is,

When a Scholar comes to his Exercises for the *Syntax*. — For if the *English* be *passive*, the corresponding *Latin Verb* is commonly set down in the *active Form*, to exercise him in forming the *passive* from it — which he would be apt to mistake, if he knew not how to distinguish the *English* Expression, as to its being *neuter* or *passive*.

P A R T III. S E C T. III.

Of the INDECLINABLE PARTS of SPEECH.

About these it is enough for the *Rudiments*, to give a general Notion of their Nature and Use. — The Distinctions under each, and the *English* of them, will be learned by Practice — something of which you will find in the common *Vocabularies* — but a larger and more accurate Account you must expect elsewhere.

ADVERBS,

Are so called, because they are joined to a **VERB**, or its **PARTICIPLE**, to express some *Quality* or *Circumstance* of what is affirmed by it.

EXAMPLE.

Vix vivo, hardly do I live. *Valde doctus*, very learned.

N. B. They are also joined to **SUBSTANTIVES**, and other **ADJECTIVES**.

PREPOSITIONS,

So called because they are put before **SUBSTANTIVES**, to express some Relation betwixt the Thing signified by it, and some preceding Word.

EXAMPLE.

Veniam ante cenam, I will come before Supper.

Loquor de te, I speak concerning you,

N. B. They are also used before a *Verb*, making one compound Verb of both; as, *ad-ire*, to go to; *in-venire*, to find.

CONJUNCTIONS,

So called, because they join Sentences together, to shew their Dependence and Relation.

EXAMPLES.

Venit & dixit mihi, he came and told me.

Eloquere ut audiam te, Speak out that I may hear you.

N. B. As for **INTERJECTIONS**, I have included them with *Adverbs*: their particular Use is to express some sudden Passion or Sentiment of the Mind, as, *ah*, alas! *papa*, strange! *euge*, well done!

A
SUPPLEMENT
 TO THE
ACCIDENCE,
 FOR A
SECOND COURSE.
SECT. I.

For the DECLINING of SUBSTANTIVES.

N. B. **T**HE *Exceptions*, and other Things, to be remarked upon the other *Classes*, being delivered with their *general Rules*, because they were few and easy, what I have to say is only

For Class III. and,

1° For the **THEME**.

Words ending in *e*, *d*, *i*, belong to this Class, of which there are only these few

E X A M P L E S.

	G.	G.	G.
David-	is	Lac- tis, Milk.	Cap-ut itis, the Head.
Bogud-	.	Neuter.	with its Compounds
		Halec- is, a Herring.	Sincip-ut the fore- } head
Mens Names.	or x-		Occip-ut the hind- }
			all Neuters.

Here --- Ask what final Letters belong to the *Themes*, besides these in the *general Rule*? --- then make him recite the Examples, with the Genitive singular.

N. B. There are a few Words ending in *i* and *y*, reckoned in this *Class*; but they are *Greek Words*, which very rarely occur in *Latin Authors* --- and must be sought elsewhere.

2° Ex-

2°. EXCEPTIONS to the ENDINGS of other Cases.

The *Themes* in *e*, *al*, *ar*, if neuter (as most of them are) make *Ablative singular i*, *Nominative plural ia*, *Genitive plural ium*.

EXAMPLE.

Rete, a Net. Animal, a living Creature.

Let this be recited, and the Examples declined; at least in the Cases excepted.

N. B. Many *Themes* ending in *is* (formed by Change) make *Accusative im*, *Ablative singular i*, *Genitive plural ium*. --- A few others also make *ium*. --- And though the particular Examples of this Exception are not here delivered, the reciting of it will be useful, for a Learner's knowing these *Cases* when he meets with them, as he will easily remember that *em* or *im*, are *Accusatives*; *e* or *i*, *Ablative*; *um* and *ium*, *Genitive plural* --- and though *i* be also *Dative*, the Sense and Rules of *Syntax* will easily determine it.

3°. FORMATION of CASES.

OBSERVE, Where the *Theme* ends in *e*, the Rule already given is without Exception --- But for *es* and *is*, there are many Exceptions: so that it is general only as it belongs to most of these *Themes*.

For all others, the Rule given is so far general, as what it prescribes is applied to them all --- to some simply, but in most of them there is first some Alteration made upon the *Theme*; so that it is far from being general taken alone, being such only for some *Themes*, which are few in Comparison of the whole. --- Therefore the Formation for all other *Themes* than *e*, *es*, *is*, must be learned by several Rules, which are general only with respect to different Sets of *Themes*, distinguished by the last or two last Letters, in the Manner following.

But still they have their *Exceptions*; the Manner whereof, in some, I have marked out in general.

And that the Rules of this Class may be seen all together, I have here again set down the Rule for *e*, *es*, *is*. And then what follow are Limitations or Supplements to the Rule for adding.

RULES.

[The *Exceptions* put between Crotchets are not to be recited.]

I. All in *e* — with most in *es* and *is*, are formed by Change. — All others by adding. — Thus,

II. *l*, *n*, and *r*, by simple adding. Yet — most in *en* change also *e* to *i* — and *er* drops *e*.

N. B.

N. B. The following have all a *mixed* Formation, by adding to, taking from, or changing the *Theme*; and then adding the common Endings. The former only is expressed in the Rule, and the other to be understood.

III. All in *a* add *i*; and all in *o* add *n*, to the Theme. Also *do*, *go*, change *o* to *i*, [*with few Exceptions.*]

IV. *as*, *os*, change *s* to *t* — [*a few to r or d.*] — But *us* is changed to *or*. V. [*Many to er; and some change only s to d, r, t.*]

VI. *s* after *n* and *r*, is changed to *t*, [*a few, ns to nd.*]

VII. *s* after *b* and *p*, is always dropt. And *Poly-syllables* [*i. e. Words of more than one Syllable*] in *eps*, change *e* to *i*.

VIII. *x* is changed to *c* — [*a few to g.*] — And *Poly-syllables* in *x* change also *e* to *i*.

N. B. For the few Themes in *e*, *d*, *y*, you see their Formation above in the Examples.

Let these Rules be recited, and applied, in the Genitive singular at least, to these

EXAMPLES.

N.	G.	N.	G.	N.	G.
I. { Ret-e	is	III. { Thema- t-is		VI. { Den-s	tis.
Vat-es	is	Sermo- n-is		Par-s	tis.
Can-is	is	Ord-o inis		Trab-s	is.
Exul-	is	Vir-g-o in-is		Sep-s	is.
Canon-	is	Æta-s tis		Princ-eps	ipis.
II. { Pe-æ-en inis		IV. { Nepo-s tis		VIII. { Pa-x	cis.
Jubar	is	V. Corp-us oris		Frut-ex	icis.
Pa-ter tris					

SECT. II.

Of Irregular ADJECTIVES.

I. Of Common ADJECTIVES.

I. These following are *ungendered*, and of the third Declension.

N.	G.	N.	G.
Vet-us	old	Memor	mindful
Pauper	poor	Bicolor	of two Colours
Puber	ripe	Bicorpor	of two Bodies
Uber	fruitful	With other such Compounds of	
Degener	degenerate	color, corpor --- and immemor.	
		G	ADD,

ADD, *Sentæ* old, *senis*.

N. B. Their Accusatives and Nominatives plural, have two Endings; according to the Rule already given.

II. These ten in *er* are irregular in Gender, taking *is*, *e*, for *a*, *um*. And in the Declension of the masculine, which is of the third Class --- and all drop *e*, except *celer*.

Masculine, <i>Acer</i> sharp.	S	{	<i>Alacer</i> brisk.
Feminine, <i>Acris</i>			<i>Celer</i> swift.
Neuter, <i>Acra</i>			<i>Celeber</i> famous:
<i>Campester</i> of the Field.			<i>Silvester</i> of the Wood.
<i>Equester</i> of the Horse.			<i>Saluber</i> wholesome.
<i>Pedester</i> of the Foot.			<i>Volucer</i> swift.

N. B. The Termination *is* (as *acris*, &c.) is sometimes used for the Masculines, and so they become regular.

ADD. *Satur*, full, is a Contraction of *saturus*; from which the Genders and Declension are all regular.

III. The following are irregular in the Genitive and Dative singular, changing *us* to *ius* for every Gender, and adding *ius* and *i* to *er*. The first is also irregular in the Nominative neuter. The other Cases are all regular from their Nominatives.

	m.	f.	n.	G.	D.
Nom. sing.	<i>Alius</i>	<i>alia</i>	<i>aliud</i>	<i>alius</i>	<i>alii</i>
	other, or another.				

N. B. The Genitive, by the Rule, should be *alius*; but uses only one *i*, which is pronounced (and commonly marked) long, to distinguish it from the Nominative.

The rest are,

<i>Alter</i>	Another	<i>Unus</i>	one.	N. B. <i>Uter</i> , neuter, drop <i>e</i> . The Compounds of <i>uter</i> are <i>uter-vis</i> , and <i>uter-libet</i> , which you will, or please; <i>uterque</i> , each, or both.
	or the other	<i>Solus</i>	alone.	
<i>Nullus</i>	None	<i>Totus</i>	whole.	
	or no	<i>Uter</i>	whether.	
<i>Ullus</i>	any	<i>Neuter</i>	neither.	

Also, *alter-uter*, one or other: in all which only *uter* is declined.

N. B. *Unus* can properly have no plural --- yet we find it in the plural Endings in some peculiar Phrases.

OBSERVE, Some Grammarians call these Pronouns, but with less Reason still than *ille*, &c.

IV. These numeral ADJECTIVES.

	m.	f.	n.	m. f. n.	
N.	<i>Duo</i>	<i>æ</i>	<i>o</i>	<i>Tr-es</i> <i>ia</i>	Three. <i>Ambo</i> both, like <i>duo</i> .
G.	<i>orum</i>	<i>a</i>	<i>o</i>	<i>um</i>	
D.	<i>obus</i>	<i>a</i>	<i>o</i>	<i>ibus</i>	
Acc.	<i>os</i>	<i>as</i>	<i>o</i>		

Centum, a hundred; *mille*, a thousand; are undeclined, when one hundred, or one thousand, only is signified: but if more than one, then the Number of hundreds and thousands is prefixed, and *centum* makes the plural *centi*, *centæ*, *centa*; and other Cases from these regularly.

But

But *mille* makes only *millia* — which is most commonly used as a *Substantive*, with the other Cases, *millium*, *millibus*.

A more full and particular Account of these two Words must be expected in another Work.

N. B. The Names of Numbers, in their various Applications, are either *Adverbs* or *Adjectives*. — A complete System of which a Scholar should have altogether. — But this is not necessary till he has made some Progress. — They would come properly enough into a Vocabulary — or into a larger Grammar.

2. Of Irregular Comparison.

This consists either, 1^o, in forming the *comparative* and *superlative Adjectives*, from the *positive*, otherwise than by the preceding Rule, which is properly irregular Comparison. Or, 2^o, when they are *Adjectives* not formed from the *positive*; and then the Comparison is properly *defective*, as to that *positive*, and supplied by another *Adjective*. — Of each of these you have here

EXAMPLES, which ought to be recited.

<i>Bonus</i>	<i>melior</i>	<i>optimus.</i>	<i>Parvus</i>	<i>minor</i>	<i>minimus.</i>	
Good	better	the best.	Little	less	the least.	
<i>Malus</i>	<i>pejor</i>	<i>peffimus.</i>		or small	smaller	the smallest.
Bad			<i>Multus</i>	<i>plus</i>	<i>plurimus.</i>	
Evil	worse	the worst.	Much	more	the most.	
<i>Magnus</i>	<i>major</i>	<i>maximus.</i>				
Great	greater	greatest.				
or big	bigger	biggest.				

These — *Facilis*, *similis*, *humilis*, make the Superl. *facillimus*, &c.
easy, like, low.

N. B. *Multus*, in the plural, signifies *many*. — And *plurimus*, *most* or *very many*.

Also — *plus*, in the singular, has but one Ending, which is *nenter*, and used always as a *Substantive*. — Gen. *pluris*. But in the plural it is an *Adjective* — Nom. and Acc. *plures*, *plura* (or *pluria*) — Gen. *plurium* — Dat. *pluribus*.

There are several other Irregularities and Defects in Comparison; but these, which frequently occur, are enough for the Rudiments.

OBSERVE, at last,

(1) That the *Comparative* and *Superlative* are sometimes used without any particular and express Comparison — and then the *Comparative* signifies a small Degree — as, *durior*, *somewhat* or *a little hard*; and the *Superlative* signifies a great Degree, and is rendered by *very*; as *durissimus*, *very hard*, or *most hard*, in the same Sense — and these are also sometimes expressed by the *Adverbs*, *parum*, *little*, and *valde*, *very*, before the *Positive*; as, *valde pius*, *parum pius*.

Though perhaps in these there is an indefinite Comparison implied — of which in another Place.

(2) That in a Comparison, one thing may be considered as having less of a Quality than another; and that we express by the Adverb *minus*, *less*; which is the *Neuter* of the Comparative *minor*, used as an *Adverb*; and as to *minor*, OBSERVE, it is the only simple Comparative that signifies Diminution: but this is owing to the Signification of the *Positive*, *little*; which being considered in itself absolutely, the Comparative, *less*, really signifies *more*, with Respect to *Littleness* — and so all Comparatives and Superlatives signify Increase, with Respect to the abstract Idea of the *Positive*.

You must expect, in another Place, a more particular Account of the Irregularities, and Defects of Comparison; what *Adjectives* are incomparable; and what are compared one way, or the other, or both — with some other Uses of the comparative and superlative *Adjectives*.

3. Of Compound PRONOUNS-ADJECTIVE.

Of the simple and primitive, already taught, some are compounded with themselves, or with other *Adjectives*; or with some *Particles*, or other Words, by which they change their Signification, as below.

For DECLINING.

If the Compound has two complete *Nominatives* in it, they are both declined. If but one, that only is declined, and in the same Manner as when it is used simply, with the following Exceptions and Defects.

N. B. To shew the Parts of the Composition, I have separated them by a Stroke, though in Use they are always joined.

The EXAMPLES are these:

1. *Quis-quis*, who or whatsoever, — has no *Feminine*; and commonly *quicquid* for *quidquid*.

2. *Ali-quis*, some [one Body or Thing.] — For *alius-quis*. The *Feminine singular*, and *Neuter plural*, take *qua* for *que*.

3, 4, 5. *Ec-quis*, *quis-nam*, *ec-quis nam*; who, which, what, interrogative. — *Ec-quis* (only) takes *qua* for *que*.

6, 7. *Quis-piam*, *quis-quam*; any one. — The last takes the *Neuter*, *quic-quam*; and *Accusative singular*, *n* for *m*, *quenquam*; without the *Feminine*.

8, 9. *Quis-que*, *unus-quis-que*; every one. The last has no *plural*.

10. *Quotus-quis-que*, what one of many, or how few. Interrogative.

11. *Qui-dam*, some, or a certain one — takes *quod* and *quid*, *Neuter*; and puts *n* for *m*, as *quendam*, *quorundam* — has no *plural*.

12, 13. *Qui-vis*, *qui-libet*; any one, or who, what you will or please — takes *quod* or *quid*.

14. *Qui-cunque*, who- or what-soever.

15. *I-dem*, the same — for *is-dem* and *id-dem* — the other Cases take the Pronoun complete; and *n* for *m*, as *ejus-dem*, *eundem*.

16. *Ist-hic*,

the LATIN TONGUE.

85

16. *Ist-hic*, this or that (*Man, Woman, Thing*) — for *iste hic* — takes *ist-hoc*, or *ist-huc*. — Has no plural, nor Genitive singular.

N. B. All use *quibus*, never *queis*.

OBSERVE,

The following are commonly reckoned compound Pronouns, but very improperly — Being really two Words, though they appear as one by their joining — and keep each their own Signification, except *quis*.

1. *Eccum, eccam, eccos, — ellum, &c.* — For *ecce-eum, &c. ecce-illum*; behold him, her, it, them; or there he, she, it — it; or they are.

2. *Si-quis*, if any one; *ne-quis*, lest any one, or that no one; *num-quis*, or *nun-quis*, whether is there any one, or is there, &c. are two complete distinct Words, viz. *si, ne, num* before *quis* — and tho' this changes here its Signification, the other does not — *quis* also takes *qua* for *quæ* feminine.

3. *Hujus modi*, of this sort; *istius-modi* and *ejus-modi*, of that sort; *cujus-modi*, of what sort — are two complete Genitives, *hujus, &c.* and *modi*.

4. *Quo-cum, qua-cum, quibus-cum*, with whom or what, are the Ablatives *quo, &c.* before the Preposition *cum*, which naturally should stand first.

OBSERVE, *Qui-cum* is used commonly for *quo-cum*, and sometimes for *qua-cum*.

The Ablatives *me, te, se, nobis, vobis*, use also *cum* after them, as *mecum, &c.*

5. The Particles *met, te, ce, cine, pte*, are sometimes joined after Pronouns, both Substantives and Adjectives, in certain Cases, without altering their Significations, which is only made thereby more emphatical, or stronger; as *ego-met, tu-te, hic-ce, hic-cine, hujus-ce, mea-ptē*.

6. Also, *Ego, tu, se*, are joined before *ipse*, as one Word in every Case — but are really two distinct Words.

SECT. III.

RULES of GENDER.

For applying ADJECTIVES in respect of their Gender, with Substantives: or, as is it commonly called, GENDERING of SUBSTANTIVES.

i. e. Finding the Denomination of Gender belonging to each; for directing the Application of the Adjective Gender.

These Rules are taken either from the Signification of the Substantive, or from the Class of Declension to which it belongs, with the different Endings in each.

I. From the Signification.

RULE. The Names of *Males* are *masculine*; and Names of *Females*, *feminine*, [*whether they be proper Names, that distinguish one Individual from another, or common Names that are applied to severals of one or both Sexes.*]

EXAMPLE.

<i>Jacobus</i> , masc.	<i>Maria</i> , fem.	Proper Names.
<i>Pater</i> , masc.	<i>mater</i> , fem.	Common Names.

N. B. There are several other Rules given from the Signification; which have many Exceptions — the above is enough for the Rudiments.

OBSERVE.

When the same Name is applied to both *Male* and *Female* — as *canis*, a dog; *parens*, a parent — it is either *masculine*, or *feminine*, according to the particular Application — and hence Grammarians call the Gender of such Names, the *common Gender*; making of this a fourth grammatical Gender — the Propriety of which, with several other Things relating to Gender, not necessary for the Rudiments, I omit.

II. From the DECLENSION and Ending, when they fall not under the former Head.

RULES.

I. Substantives [*of whatever Class or Ending*] that are *undeclined* in the singular, are *neuter*, without Exception.

But if declined, — then,

II. Class I. and V. are *feminine* [*with some Exceptions, masculine.*]

III. Class II. *um*, *neuter*; *er*, *us*, *masculine*: [*er, us, have a few; um, no Exceptions.*]

IV. Class IV. derived from Verbs, are *masculine*; and others *feminine*.

N. B. What are from Verbs, are easily known by the Signification — and all such in *us* are of Class IV.

The three following Rules are for Class III.

V. *Neuter*, *a*, *e*, *ar*, *ur*, *l*, *men*, *us*, do show.

VI. *Feminine* *as*, *es*, *is*, *x*, *io*, *do*, and *go*.

VII. *Masculine*, *or* and *os*, with rest in *n* and *o*.
— [*a, e, and men have no Exceptions.*]

For

FOR EXERCISE.

Let a Learner recite the whole Rules — then propose Examples of each ; of which he is to name the *Gender*, and also recite the particular Rule.

N. B. The Rules suppose a Scholar knows the *Class* of the *SUBSTANTIVES*, which the *Genitive* discovers, if he knows this ; otherwise you must let him know the *Class*, which will be necessary only for the Terminations *a*, *er*, *us*, which belong to different *Classes*.

And now, if you think fit, give him several Examples of an *Adjective* and a *Substantive*, that he may put the *Adjective* in the *Gender* of the *Substantive* ; which it is already, if the *Substantive* is *masculine*, because the Theme of the *Adjective* is always *masculine* ; and so in this Case he has nothing to do, but say that they agree in *Gender*,

And — *Substantive-Pronouns* are, by Grammarians, said to be of the *Gender* of that *Substantive* for which they are used ; which is a useless Consideration — because they rarely have an *Adjective* joined with them, and never directly applied to them — but to another *Substantive* understood — and so require no Denomination of *Gender*.

As to the Method of making a Scholar show the *Gender* of a *Substantive*, by putting *hic*, or *hæc*, or *hoc* before it, and also declining it through the Cases, with the Pronoun — it is long ago exploded, as preposterous, and a useless Burden.

S E C T. IV.

FOR CONJUGATION.

What remains to be done here is only, 1. To give more complete Rules for the *Præter Root* of *Class III*. 2. To shew the irregular Conjugation of several Verbs that frequently occur. And, 3. The Verbs that are *defective* in their Accidents,

A R T. I.

FOR the PRÆTER ROOT, *Class III*.

OBSERVE—The Rule already given for this, is far from being a *general Rule* taken alone, as those for the other *Classes* are. — It is indeed *general*, and without Exception, so far as what it prescribes is applied to all Verbs of the *Class* : but then it serves alone for a few only, compared to the whole. — And in all others there is first some Alteration made upon the *radical Part*, i. e. what precedes *ere*, which falls under several Rules.

Wherefore, to complete the general Instruction for this *Class*, you have the following *Rules*, applied to different Sets of Verbs, distinguished by the different Letters immediately before *ere* ; which are each a *general Rule*, with Respect to the Set it is ap-

plied to — whereby they comprehend among them far the greatest Number of Verbs in the Class, though each has its Exceptions.

R U L E S.

I. After *b, d, v, u*, change *ere* into *isse*.

II. Change *g, gu, b*, to *x*; *sc* to *v*,

III. To *p* add *s*; to *l, m*, add *u*; and *iv* to *s*, }
* and then change *ere* into *isse*.

Let these Rules be recited, and applied to the following

E X A M P L E S.

- | | | | |
|------------|----------------|----------|------------|
| 1. Bibere | Edere (to eat) | Tribuere | Solvere. |
| 2. Regere | Distinguere | Trabere | Noocere. |
| 3. Serpere | Colere | Vomere | Arcescere. |

As to these Rules,

OBSERVE, 1. You have in them all the different Letters that come before *ere*, upon which, as distinguishing Characteristics, general Rules can be formed. — But many have the Letters *c, n, r, s*, or *t*, before *ere*, whose Præter Roots not falling under general Rules, must be learned singly, the same Way as the Exceptions to the preceding Rules: and to the general Rules of the other Classes must be learned, for which see what is said below upon *Irrregular Præters*.

2. As the changing *ere* into *isse* is either the whole Formation, or a necessary Part of it — so, this being considered as a general Rule; these particular Rules for different Sets of Verbs, are to be considered as being only a *Limitation* of it, when taken alone, to a particular Set, as in the first Rule; or as *Supplements* to it, requiring something further to be done, as in the other Rules; — for strictly considered, they are not *Exceptions* to it, seeing they do not supersede it. And,

This View of that Rule was the chief Reason why I placed it as a general Rule in the *Scheme* of the *Conjugations*; a further Reason of which I shall now add, in the following

OBSERVATION on the distinguishing Characteristics of the *Præter Root*, in the four Classes.

As the four Classes have a common *Ending* in the Theme, *viz. re*; so they have in the *Præter Root*, *viz. isse*. — But though they be certainly distinguished, in the Theme, by the Vowel before *re*, they are not so in the *Præter Root*, by what precedes *isse*; for a Reason you will see presently — yet here they have also something peculiar to each Class, whereby they are most generally distinguished, *viz.*

- | | | | |
|--------------------------------|------------|-------------|---------------------------------------|
| Class I. | II. | IV. | III. |
| <i>av</i> before <i>isse</i> . | <i>u</i> . | <i>iv</i> . | Any Letter besides <i>av, u, iv</i> . |
| | | | These |

These then are the *Characteristics* whereby the four Classes are generally distinguished and known in the *Præter Root*.

Now as *isse* without *av*, *u*, *iv*, is the distinguishing Characteristic of Class III. — and the changing *ere* into *isse*, produces that Characteristic — this Rule was for this Reason also (besides its being the whole, or a necessary Part, in forming the *Præter Root* of all Verbs in this Class) properly placed in the System of general Rules.

OBSERVE at last — That the Reason why these Characteristics are only general, *i. e.* belong to most Verbs in each Class, but not to all, is — because the *Præters* of many Verbs of the III^d, even some that are regularly formed, as well as many Exceptions, and all the Exceptions in the other Classes (to a very few) have, by their Formation, the *Characteristic* of some other Class — of which take these few

EXAMPLES.

Cubare Videre Petere Venire.
Præter irregular. Cubuisse Viduisse Petivisse Venisse.

Also these regular — *Colere, coluisse; tribuere, tribuisse.*

And for this Reason it is plain that the Class of a Verb is not to be known by the *Præter Root*, but by the *Theme* only.

A R T. II.

IRREGULAR CONJUGATION.

1. In the *Active Form*.

Here are three Sorts of Irregularity — *viz.*

1. In the ending of the *Theme*; which is not *re*, or not *re* after a Vowel — which makes Irregularity also in its immediate Dependents.

2. In most of the *Dependents* of the *Theme*, though itself be regular.

3. In the *Præter Root* only.

Hence you see that no Verb is irregular in the Dependents of the *Præter Root*. — Nor is the *Subjunctive Imperfect* ever irregular, if you take this Rule (formerly mentioned) *viz.* add *m* to the *Theme*, which I shall suppose in the following Examples.

First Sort. *Irregulars in the Theme,*

Are these five — *Esse, velle, nolle, malle, ferre.* — For *esse*, you have seen it already. — The rest are

DECLINED thus,

N. B. The irregular Parts only are set down — the Parts not set down being *regular*. But PARTICIPLES not set down, are wanting; and some of these set down are *regular*. [See PARTICIPLES, Sect. IV.]

Velle.

Second Sort. *Irregulars* in the *Dependents* of the *Present Root*, are,

1^o In Class III.—These ten, *viz. capere, cupere, facere, fodere, fugere, jacere, parere, quaterere, rapere, sapere*—with all Compounds ending in *-licere, -spicere*, as *allicere, aspicerere*.

OBSERVE, (1) The Verbs ending in *-licere, -spicere*, are Compounds of the Verbs *lacere, spicere*, which are obsolete [*i. e.* not used.]—The Compounds of the others are also the same way irregular; some of which change Letters of the simple Verb, as from *facere* comes *persicere*.

(2) The *Præter Root* in all these Verbs is also irregular—except from *fodere, fugere*. [See the next Head.]

ADD—The Verb *edere, to eat*, though it be completely regular, yet has a Variety in some Parts, which coincides with the like Parts of *esse, to be*.

Thus, *Esse—es est estis. Effem—es est este.*

For *Ederere—edis edit editis. Ederem—ede edito edite.*

Also—*Dicere, ducere, facere*, make in the IMP. Mode, *dic, duc, fac.*

2^o In Class IV.—The Verb *ire, to go*, has these Irregularities—IND. *Present, eo, is, &c. to eunt.*—Imperfect, *ibam.*—Future, *ibo.*—SUBJ. *Present, eam.*—Present PART. *iens*, Gen. *euntis*.

Third Sort. *Irregulars* in the *Præter Root* only,

In every Class there are many irregular *Præters*, which is the greatest Difficulty in Conjugation. To exhibit them all in the *Rudiments*, is upon no Account fit, as it is not necessary to a Beginner, who must be content with the general Rules; and learn the Exceptions by Practice gradually, till a fit Time to see them all together—which, elsewhere, I'll exhibit in a new Way, that will reduce them to a very short and easy View.

2. *IRREGULARS* in the *passive Form*, are

(1) *Ferri, to be brought.*—Regular from *ferre*, and irregular only in the IMPER. Mode, *ferimini*.

(2) *Fieri, to be made, or to become*—Irregular from *facere*, takes all the other Tenses, not from *facere*, nor in the passive Form, but in the active, from the imaginary Theme *fiere* (Class IV. from which *fieri* seems rather to be derived.) Thus,

IND. *fiō, fiebam, &c.*—But SUBJ. *fiērem* for *fierem*.

N. B. Of the Compounds of *facere*, some make their Passives irregular as above.—Example. *Culicifacere, calicifieri, calefio, &c.* And some regular, as *persicere, perfici, perficior*.

(3) These, *mori, gradi, pati*, have an Irregularity, which you will see under the next Head.

OF DEPONENT VERBS.

These are a kind of *Irregulars* in the passive Form, not with respect to the declining, but to the Correspondence of the Form with the Signification—defined thus:

A *deponent Verb* is a Verb in the passive Form, but active or neuter Signification --- or both active and passive --- which last are called also *common Verbs*.

EXAMPLES.

Active.	Neuter.	Common.
<i>Loqui</i> , to speak.	<i>Letari</i> , to be glad.	<i>Adulari</i> , to flatter, or [to be flattered.

There are many deponent Verbs in every Class.

FORMATION.

As they have no corresponding Active, they are declined by Imitation of such Passives as have the same Ending in the *INFIN.* Present. Example, *Loqui* like *legi* --- *letari* like *amari*; and so of others. --- Or by this

RULE.

Imagine a corresponding Active, by changing *ri* to *re*, and *i* (not *ri*) to *ere* (Class III.) and form the passive Tenses from the like Tenses of that.

Example. The Tenses of *loqui* from these of the supposed Active *loquere* --- and *letari* from *letare*.

Except. *Mori*, *gradi*, *pati*, are formed from *moriri*, *gradiri*, *patri*, in Class IV. the first of which is found in some Authors.

They supply also their deficient Tenses by a Participle, as passive Verbs do, when they have such a Participle, which every one has not.

OBSERVE --- (1) As to calling them Deponents, it is from *deponere*, to lay down; because they once had, or are supposed to have had, the active Form, which was afterwards laid down, or disused, for the passive Form, --- But this I'll examine more critically elsewhere.

(2) I have not made them a Species in the general Division of Verbs, as Grammarians commonly do; because in *Form* and *Signification* they fall under the Divisions already made.

ADD,

There are a few Verbs in the *active Form*, which are *passive* in Signification; as,

Vapulare, to be whipped.

Exulare, to be banished.

Venire, to be sold.

Nubere, to be married.

visse Venio, &c.

visse, or *nupta sum*, because applied only to a Woman.

Licere, *licuisse*, to be rated,

N. B. Its passive from *liceri*; its Deponent active, to rate, or bid a Price for a Thing, *licitari*.

N. B. Grammarians call these *neutral Passives* (*neutra passiva*.) --- Passives they are, from their Signification; but why *neutral*, is a Secret.

A R T. III.

OF DEFECTIVE VERBS;

As the general Principles suppose all Verbs to have the same Accidents, so those which want any Part, may, in that Respect, be called *irregular* --- yet, as Irregularity is properly the departing from a general Rule in declining, so Verbs that want any Part are more properly called *Defectives*.

1^o DEFECTIVES in the *active* Form are of several Sorts.

First Sort. --- Some want whole Tenses, and several Persons of others --- [*i. e.* these *Tenses* and *Persons* are not found in any *Roman* Authors, though the Signification would admit them.]

E X A M P L E S.

In which no Parts are (commonly) used, but these set down.

(1) Quæso, *I pray.* quæsumus.

(2) IND. Pres. Inqu-am, or Inquo, &c. *I say, &c.*

Impf. iebat, iebant.

Perf. isti.

Fut. ies, iet.

IMPER. Mode e or ito.

PART. Inquiens)

(3) IND. Pres. Ai-o s t unt. *I say.*

Impf. cham, &c.

Perf. isti

SUBJ. Pres. as at atis ant.

IMP. Mode. Ai.

PART. Aiens.

There are others of this Sort --- But these, which frequently occur, are enough here.

Second Sort. --- The four following want the Present Root, with its Dependents; except the Præter Root, which, with its Dependents, are used both in their own Signification, and that of the Tenses wanting, *viz.* the Præter Root for the Present. --- The Perfect INDIC. and SUBJ. for the Present --- the Pluperfect for the Imperfects --- and SUBJ. Future for the INDIC. Future.

1. Odisse, *to hate, or to have hated.*

INDIC. Perfect, odi, *I hate, or have hated.*

2. Cæpisse, *to begin, or to have begun, &c.*

3. Novisse, *to know, or to have known, &c.*

4. Meminisse, *to remember, or to have remembered; which has the IMPER. Mode, 2d Person singular, memento --- memento.*

Third Sort. --- These four following want the Præter Root and its Dependents, which they supply as passive Verbs do.

1. Audere, *to dare.*

Ausus.

2. Fidere, *to trust.*

Fisus.

3. Gaudere, *to rejoice.*

Gavisus.

4. Solere, *to be wont.*

Solitus.

N.B.

New RUDIMENTS of

N. B. Grammarians call these Neuter-passives (*neutro-passiva*) because they are of neuter Signification, and supply the Præter as Passives do.

OBSERVE. Many other Verbs want the Præter Root and its Dependents, which they either never use, or for them use those of another Verb of like Signification.

Fourth Sort. --- There is a peculiar Species of defective Verbs, differing from all the former --- called

IMPERSONAL VERBS.

They are such as have only the 3d Person singular. Exam. From *pœnitere*, to repent, INDIC. Pres. *pœnitet*; and so in other Tenses --- englished commonly by putting the Pronoun *it* before the Verb --- as *pœnitet*; *it repenteth* --- *pœnitebat*, *it repented* --- and for the IMPER. Mode they use the SUBJ. Present.

FOR DECLINING.

The Præter Root is most commonly regular --- and the third Person singular is formed by this

RULE. Form the 1st Person regularly [as if it belonged to the Verb] --- then the 3d Person regularly from that.

N. B. I have excluded *Impersonals* from the general Division of Verbs, for the same Reason that I did *Deponents*.

OBSERVATIONS.

I. For the LATIN Verb.

(1) All *Impersonals* (except these mentioned in the next Article) may be applied, and most commonly are, to an INFINIT. Mode, or a *Sentence*, as their grammatical Subject, placed after the Verb. They have also another Word depending upon the Verb, put between this and the Subj.

Example. *Pœnitet me peccasse*, or *quod peccaverim*; *it repenteth me to have sinned*, or *that I have sinned*. *Decet te tacere*; *it becomes you to hold your Tongue*.

N. B. 1^o *Pœnitet*, and a few others, have also a SUBSTANTIVE in the Genitive, instead of the INFIN. which will be accounted for in the Syntax.

N. B. 2^o. By the Word depending upon the Verb, it is applied to every Person; but indirectly, and not in a grammatical Form.

(2) Such *Impersonals*, as signify any Action of Nature, as *pluere*, to rain; *fulminare*, to thunder, &c. are applied to no Subject --- in which as they differ from all other Verbs, so this makes them in the most strict Sense impersonal. --- Yet Grammarians have found a Subject for them --- the Consideration of which being of no Use here, I omit.

II. For the ENGLISH, there are various Ways.

(1^o) Put *it* before the English Verb, referring to the following SUBJ. when this is an INF. or Sentence (as in the preceding Example) which is reckoned the proper impersonal Phrase in English.

(2^o) Put

(2^o) Put the Subject before the Verb instead of *it*; as, *to have sinned, or that I have sinned, repenteth me*. But this is neither so proper nor common, unless the Subject be a Nominative Case, which is sometimes used with these Verbs, and then it can be done no other Way; as *Virtus deest te*; *Virtue becomes you* --- in which Case it is said to be used personally.

3^o Take the Word depending upon the Verb (which stands between it and its Subject) and put this in the Nominative before the *English* Verb, instead of *it* --- as the Subject of the Verb --- and then what is the SUBJ. in the *Latin*, becomes the Dependent in *English* --- and so the *English* Expression becomes personal, as they call it, in Distinction from the other Way by *it*, which is the proper impersonal Phrase.

Example. *Pœnitent me peccasse*; *I repent that I have sinned*.

N. B. There is also a Variety in englishing the *Latin* Verb, according as you use the *personal* or *impersonal* Phrase.

Example. *Oportet te cavere*; *it behoves you to beware, or you must beware*. And so in other Verbs, which the Sense and Use of the *English* must teach.

Hence OBSERVE,

That a Verb may be *personal* in *English* (*i. e.* applied directly and formally to a Subject of the 1st or 2d Person) --- but *impersonal* in *Latin*; which will necessarily puzzle a young Scholar, when he comes to his Exercise for *Syntax*, to know whether the *Latin* Verb be *personal* or *impersonal*; for upon this depends his using it right.

If it is before the *English* Verb, there is no Difficulty; for whether the Verb be *personal* or *impersonal*, it is put in the 3d Person singular. --- But if the *English* be *personal*, then, either the *Latin* must be put down in the 3d Person singular, as a Sign of its being *impersonal* (as some do) --- or if is put in the *INFINIT. Pres.* (which others do, in order to exercise a Scholar in distinguishing the Nature of the Verb) he must either be furnished, from the Beginning, with a complete Collection of such *Impersonals*, as can be englished *personally*; or must be told that the Verb is *impersonal*, till by Practice he is acquainted with such Verbs, which indeed are not many.

2^o DEFECTIVES in the *passive* Form.

We have seen already, that passive Verbs in their proper *Form*, want the *INF. Præter*, &c. --- What I have to add here, is only this

OBSERVATION,

That some Verbs, though they admit of a *Passive*, yet it is only in the 3d Person, because their Signification cannot be applied to a Subject in the 1st and 2d Person.

Example. *Bibere, to drink*, admits a *Passive* in the 3d Person only. --- Thus, *vinum bibitur*, *Wine is drank*, is good Sense --- but *ego bibeo*, or *tu biberis*, cannot be said, unless by the Poets, who, in

in their imaginary Way, make inanimate Things of the 1st and 2d Person.

N. B. Their Want of the 1st and 2d Person does not make them what is properly called *impersonal*, because they want another Mark of this, *viz.* having for their Subject an INFINIT. Verb, or a Sentence — and that they may be englished by the Particle *it*. — Yet both these, and other Verbs in the passive Form, are, in a peculiar Manner of using them, reckoned Impersonals. Thus,

OF PASSIVE IMPERSONALS.

1^o Verbs that properly admit not of a Passive, as *Neuters* and *Intransitives*, are sometimes put in the passive Form 3d Person singular, and used indefinitely, without any grammatical Subject — which indeed they cannot have — and are then called *Impersonals*. — Example. *Statatur, sedetur, pugnatur, curritur*.

And so in other Tenses — OBSERVING that in the Tenses depending upon the Præter Root, the PARTICIPLE is put in the neuter Gender, as *pugnatum est*.

For the ENGLISH.

It cannot be made passive, because the Verb has no such Signification; and therefore must be made with the active or neuter Sense, as the Verb is from which the Passive is formed. — And that either,

(1) In this indefinite Manner, *viz.* *There is standing, — sitting, — there was fighting, &c.* which are obscure Expressions, though they answer more directly to the Singularity of the Latin Phrase: but as the Meaning is — *There is somebody standing, or somebody stands, &c.* — From hence

OBSERVE, That after the Latin Verb there is sometimes expressed, and may always be understood and supplied, a SUBJ. or relative Pronoun in the Ablative Case, with the Preposition *a* or *ab* before it. Thus,

Statatur à me (or, te, quodam, &c.) there is standing by me, &c. which having the same Obscurity, such impersonal Expressions are to be considered as mere *Idioms* of the Latin, used for Variety instead of the Nominative with the active Form of the Verb — as *ego sto — quidam stat*. So,

(2) The English will be most properly made by resolving the Latin into the Nominative (of the Word expressed or supplied) with the Verb in the active Form, and englishing it accordingly — thus *statatur (à me, te, quodam, &c.) i. e. ego sto, &c. I stand, thou standest, somebody stands, &c.*

N. B. As to calling these Verbs *impersonal*, they are so in no other Respect, but their having only the 3d Person singular, and this too without a Subject applied in proper grammatical Form — in which they differ from Impersonals in the active Form. — Yet *Grammarians* tell us, that they have always a Subject understood, which I shall consider in a more proper Place.

II^o Some Verbs that admit of a Passive, are in the same Manner used indefinitely, without a particular Subject, and the Expression

sion is then said to be *impersonal*, or the Verb to be used *impersonally* : as,

Legitur, bibitur ; there is reading, — drinking : or by an *Ab-lative*, *Legitur à me, I read, &c.*

But here OBSERVE, that a proper Subject is always understood, and may, with good Sense, be supplied ; as, *Virgilius legitur, vinum bibitur* : and then they are not called *impersonal*.

N. B. All such Phrases, especially with Verbs that admit a Passive, are most commonly used in answer to the Question, *quid agitur ?* what is a doing ? (i. e. *à te, vobis, illis, &c.*) And because the Question is by a Verb in the passive Form, the Answer is so too ; which is a mere Singularity of Phrase, both in the Question and Answer.

SECT. V.

Of VERBALS.

By these are meant certain *Substantives* and *Adjectives* derived from a Verb, and hence called *Verbals*, retaining its general Signification.

But Grammar has to do only with such of them as are called PARTICIPLES, GERUND, and SUPINE — of which

OBSERVE, That though by their particular Use they have a greater Connection with the Verb than other Verbals ; whereby they come properly into Grammar, and into the *Rudiments* too, because of their frequent Use — Yet they are not to be reckoned a Part or Branch of the Verb, with respect to its Accidents in Conjugation ; as *they* seem to reckon, who put them into the INFIN. Mode of the Verb — From which, therefore, I have separated them, as a Subject quite different from the Conjugation of a Verb.

I. Of PARTICIPLES.

I. A Participle is an Adjective derived from a Verb, having its Signification and Distinction of Time.

N. B. It is called a PARTICIPLE of the Verb, as partaking of its Nature, especially in respect of Time, and its Power in Syntax — as you will see there.

II. There are four Kinds of PARTICIPLES, distinguished by their Tense and Ending — [*whereof two are of the active or neuter, and two of the passive Signification.*] — Thus,

H

Signification.

Signification.	Act. or Neut.		Passive.	
	Prf.	1st Fut.	Præf.	2d Fut.
Tense.				
Ending.	<i>ns</i>	<i>turus</i>	<i>t-us</i>	<i>ndus.</i>
Sometimes	<i>f</i>		<i>f</i>	

N. B. The 2 Futures may be called the Fut. active, and Fut. pas. Or the Fut. in *rus* and *dus*, as some do.

EXAMPLE.

Ama-ni *-turus* *-tus* *-ndus.*
Loving, about to love; loved, about to be loved.

N. B. As these Endings distinguish **PARTICLES** universally from one another, so they distinguish them most commonly from all other **ADJECTIVES**, of which there are very few that have these Endings, and are easily known by their Signification.

PARTICIPLES are formed from the **INDIC. Imperfect** and **Perfect**, by these

RULES.

- | | | | |
|--|---|------------|--------------|
| I. The Pres. and 2d Fut. | { from the <i>Impf.</i>
changing <i>bam</i> to <i>ns</i> | Pres. | 2d Fut. |
| II. The Præt. and 1st Fut. variously from the Perf. | | Præt. | 1st Fut. |
| (1) Change <i>vi</i> to | | <i>tus</i> | <i>turus</i> |
| and <i>ui</i> , not from <i>uere</i> , to | | <i>i—</i> | <i>i—</i> |
| (2) Change <i>di</i> , <i>li</i> , <i>ri</i> , <i>fi</i> , <i>ti</i> , to | | <i>fus</i> | <i>furus</i> |
| But <i>di</i> after <i>di</i> , and <i>fi</i> after <i>c*</i> , <i>m</i> , <i>p</i> , to | | <i>tus</i> | <i>turus</i> |
| (3) All others change <i>i</i> to | | <i>tus</i> | <i>turus</i> |
| But <i>gi</i> to | | <i>—</i> | <i>—</i> |

EXAMPLES.

For the Present and 2d Future, *Ama-bam* ns ndus.

For the Præter and 1st Future, *Ama-vi tus turus.*

<i>Mon-ni</i>	<i>itus</i>	<i>iturus.</i>	<i>Vi-di</i>	<i>sus</i>	<i>surus.</i>
<i>Credi-di</i>	<i>tus</i>	<i>turus.</i>	<i>Scrip-fi</i>	<i>tus</i>	<i>turus.</i>
<i>Rup-i</i>	<i>tus</i>	<i>turus.</i>	<i>Le-gi</i>	<i>atus</i>	<i>aturus.</i>

OBSERVATIONS.

For the LATIN.

1. The Rules for the Present and 2d Future, are without Exception : but those for the Præter and 1st Future, have many.
2. The PARTICIPLES may be formed from the two common Roots of the Verb, the Present and 2d Future from the Present Root, the Præter and 1st Future from the Præter Root. But the Roots I have chosen are better, because they leave fewer Exceptions for the Present and 2d Future ; and make the Rules for the Præter and 1st Future shorter, by supposing the INDICAT. Perfect known : whereas, to bring these PARTICIPLES from the INFIN. Præter, all the Variety in forming the INDIC. Perfect from it, would come in here also.
3. The Present and Præter PARTICIPLES being formed, the two Futures may be easily formed from them. — Thus the

2d Est.

2d Fut. from the Pres. changing *s* to *das* } without Exception.
1st Fut. from the Præter. changing *s* to *rus* }

But as most Verbs have the 1st Future PARTICIPLE, and many want the Præter, it may seem more proper to form the 1st Future from the Root (which will then have Exceptions) and the Præter from it, changing *rus* to *s*. — And thus the Formation of PARTICIPLES will correspond to the Formation of passive Verbs from Actives. — For as PARTICIPLES are distinguished into active and passive, by their Signification, their different Endings may be called the active and passive Forms of PARTICIPLES; and the passive PARTICIPLES are in this Method formed from the active as Verbs are.

For the ENGLISH.

1. The Words answering to the *Present* and *Præter* PARTICIP. of the LATIN, are the corresponding ENGLISH PARTICIPLES [though the same Words are not always PARTICIPLES, as I'll shew presently.]--- But for the *Future* PARTICIPLE, the *English* has none, *i. e.* no single Word answering to the two *Latin* Future Participles --- but supplies them as you see above.

2. The *Present* PARTICIPLE ends always in *ing*.--- But the same Word is often used as a SUBSTANTIVE.

Example. *Hearing* is one of the five Senses, and then a SUBST. It is also the Present PARTICIPLE of the Verb *to hear*, and then an Adjective.

So *Loving* is a SUBSTANTIVE, when used in the Sense of the SUBSTANTIVE *Love*; as *Loving* (or *Love*) is a *sweet Passion*--- otherwise a PARTICIPLE, and therefore an Adjective.

In fine --- when this *Verbal* is joined to a *Substantive*, it is an *Adjective*--- but when applied alone, as the Subject of a Verb, it is a *Substantive*.

N. B. The *Present* PARTICIPLE, in *Latin*, is also often used as a SUBSTANTIVE --- as *Amans* (for *amator*) *non semper amatur*; a *Lover is not always loved*. --- But it may be considered as an Adjective with a Substantive understood; as, *Homo amans*, a *loving Man*. — It may also be englished by the Verb, with *who* before it, as *He* (or *the Man*) *who loves*.

3. The *Præter* PARTICIPLE is always the Word which follows *have* in the *INFIN. Præter* of the Verb — or (which is the same thing) follows *to be*, in the *INF. Present*, passive — and therefore has not one certain Ending — as has been already observed upon the *English* Præter.

Here also OBSERVE, when that *Word*, whether used simply or after *have* and *had*, is applied to a *personal* Subject before it, as *I loved*, or *I have loved*, it is then reckoned the Præter of the Verb; but without this, and joined to a Substantive, it is the Præter PARTICIPLE. — And,

N. B. This PARTICIPLE is sometimes used as a Substantive in *Latin*, as, *amatus non semper amat* — but in reality it is an Adjective, whose Substantive is understood — *homo amatus* — and may be resolved into the passive Verb, with *qui* before it; as *qui*, or *homo qui amatur*. — Also,

When it is used with *esse* (as it is in supplying a passive Tense of the Verb) it is englished with *being* before it; as, *amatus à te, being loved by you*; instead of *cum amatus sim à te, seeing I am loved by you*.

4. There are other Varieties in englishing the *Latin PARTICIPLES*, which sometimes change their Signification — and the Critics find also some Variety and Exceptions as to their Tenses.

What *PARTICIPLES* belong to different *VERBS*.

Here it will be enough to OBSERVE, 1. That almost all *Verbs* (active Form) have the Present and 1st Future *PARTICIPLES* — But only such as admit of the passive Form and Signification, naturally and properly have the Præter and 2d Future, which are of passive Signification — yet a few take these *PARTICIPLES*, though in a strained and improper Sense.

2. *Deponent Verbs* also, according to their Signification, are various in the Number of their *PARTICIPLES*. — But what is remarkable in them is, that their Præter *PARTICIPLE* is sometimes used actively as well as passively. Example. *Hortatus à te, being exhorted by you*: and, *Hortatus milites, having exhorted the Soldiers*. — But this can be only where the Verb signifies a transient Action.

II° Of GERUND and SUPINE.

N. B. A Scholar needs not learn these till he comes to the Use of them in *Syntax*.

I. These are two *Substantives*, of a particular Kind and Use, derived from a Verb, with its general Signification, and of the singular Number only.

II. The *Gerund* is a *Substantive* of Class II. ending in *dum*, which has all the Cases but the Vocative — englished as the *Present PARTICIPLE*.

EXAMPLE.

From *amare* comes Nom. and Acc. *amandum*, *loving*; Genit. *amandi*, *of loving*; Dat. and Abl. *amando*, *to or by loving*.

III. The *Supine* is a *Substantive* of Class IV. having only the Accusative and Ablative Cases — ending in *um* and *u* — englished as the *INFINITIVE Present*; — *um* active, *u* passive.

EXAMPLE.

Amatum, to love. *Amatu*, to be loved.

The peculiar Use of these Words will appear in the *Syntax*: and as to the *Supine*, it seems only to be a Variety contrived instead of the *INFIN. Present*, by which it is always englished.

FORMA-

FORMATION.

The *Gerund* and *Supine*, as to the Words themselves, are no other than the neuter Gender of the 2d Future and Præter Participles, when the Verb has these Participles, though used very differently.—And though all Verbs that have the *Gerund* and *Supine*, have not these Participles, yet by forming the Participles by the preceding Rules, and taking their neuter Gender, you have the *Gerund* and *Supine*, without Exception.

Or, because all Verbs that have the *Gerund* and *Supine* have the Present and 1st Future Participle; knowing these, you may form the other from them, without Exception, by these

RULES.—Change *s*, of the *Pres. Part.* to *dum*, for the *Gerund*.
and *rus*, of the 1st Future to *m*, for the *Supine*.

OBSERVE,

1^o *Grammarians* speak of the *Gerund* and *Supine* as if they were more than one from the same Verb, calling the former the *Gerunds* in *dum*, in *di*, in *do*; and the other, the *Supines* in *um* and *u*; tho' these are only different *Cases* of one Word, called a *Gerund* and *Supine*; which ought rather to be called the Accusative and Ablative *Supine*, i. e. the Accusative and Ablative of the *Supine*; and so for the *Gerund*.

2^o If the *Supine* be known, the Præter and 1st Future Participles may be formed from it, changing *m* to *s* and *rus*; as some *Grammarians* propose, who make the *Supine* a principal Part of the Verb — But then we must first have a Rule for finding the *Supine* — now as the same Rule that would find the *Supine*, finds the Præter and 1st Future Participles, which differ from it only in the Termination; so the *Supine* is as easily formed from one of these PARTICIPLES, as this from that. And because many more Verbs have the Præter Participle than what have a *Supine*; also, all Verbs almost have a Present and 1st Future Participle (from which I form the *Supine*) it seems more reasonable to form all the *Participles* and *Supines*, as I have done.

What VERBS have GERUND and SUPINE.

The *Gerund* belongs to almost every Verb; but many have not the *Supine*; their Signification, and the particular Use of the *Supine* (which you'll see in *Syntax*) not admitting of it, as will be easily perceived.

OBSERVE also, that many Verbs that would admit of a *Supine* with as good Sense as others, do not; i. e. no Example of their *Supine* being found in the *Roman* Authors, they are supposed to have none; and that none ought to be formed (and used) from them, as wanting Authority.—Yet it is certain, that *Grammarians* assign a *Supine*, to many Verbs, without Authority.

Now, to know what Verbs have a *Supine*, or want it — if it were to depend upon the Signification of the Verb, and the peculiar Use of the *Supine*, there would be no Difficulty — but as it depends also upon Authority, the common Way is this — in the System or Collection of grammar Rules and Exceptions for the Pre-

terperfect, they set down along with it the *Supine* of such Verbs as have, or are commonly supposed to have one.—I shall take another Method with these in the Grammar; and conclude here, with observing, that

Where *Supines* occur in reading, they will be easily known; and there is so little Use for them in a Boy's first Application to making of *Latin*; the Examples also, where they are, or may be used, being always such, that the Verb has a *Supine*; there is no Need of saying any Thing more about them here.

S E C T. VI.

Further OBSERVATIONS on *English* VERBS.

I. For *active* and *neuter* Verbs.

(1) Instead of using the simple Verb, the *English* often expresses the same Sense by two other Words, viz. the Verb *to be*, and the *Present PARTICIPLE*—Examp. *to be writing*, for *to write*—*I am writing*, for *I write*.—And so in every Mode and Tense.—But this is done only in certain Circumstances—as, when we would express an Action *pass*, but not finished, though begun when another past thing happened; we say, for Example, *I was writing when you came in*—which is more common and proper than—*I wrote*, or *did write, when you came in*; because this is ambiguous, for it may signify—that *I began to write when you came in*; whereas the other signifies, that *I had begun before*.—And in this Circumstance the *Latin IMP. Imperfect* is always to be englished in this Manner.—Practice will easily shew when this Way is to be used.

(2) Several *English* Verbs, signifying *Action* (intransitive), instead of the Signs *have*, *had*, take *am* and *was*; as, *come*, *go*, *rise*, *fall*, &c.—Thus, *I am come*, *I was come*, *I am gone*, *I was gone*, &c. for *I have come*, *I had come*, &c.

Also, *will be*, for *will*; as, *I will be gone*, for *I will go*—*I shall be arrived*, for *I shall have arrived*—or we may say, in the same Sense, *I shall have been arrived*.

II. For the *Passive*.

The *English*, in some Cases, uses the *Present PARTICIPLE* simply, or with the Particle *a* before it: thus, in the Present Tense—*A house is building*, or *a building*; which is the *Pres. Tense* passive. For, though the *English* PARTICIP. of itself is active—yet it is not used here to signify what a House *does*, but what is *a doing* with respect to a House; and so it answers to the *Latin domus ædificatur*, to signify that the Building is now a present thing—not to signify the House is built, i. e. already built and finished, which would be—*domus ædificata est*.

The same Way is used also for the *Imperfect* and *Future*; as, *Domus ædificabatur*, or *ædificabitur*; *was a building*, or *will be a building*.

PART IV.

OF

Words in a Sentence;

OR,

SYNTAX.

INTRODUCTION,

Accounting for the following, as it differs from the more common Method; and also from some later *Schemes*.

I. **T**HE common Method of treating *Syntax*, is to divide it into two Branches, called *Concord* and *Government*.

Concord is the Agreement to be made betwixt two Words, in some or all the Accidents that are common to both — one of which being called the *directing* Word, and the other the Word *directed*.

Government is the putting a *Substantive* in a certain *Case*, according as it depends upon, or is connected with, a certain kind of Word in the Sentence — whence that Substantive is called the Word *governed*, and the other the *governing* Word.

Then each of these is subdivided into particular Rules. — In *Concord* there are but few; and here too Authors differ, some making four, some three, some but two; of which in another Place.

In *Government* there are many, because there are several *Cases* to be governed, and several Kinds of Words and Distinctions of the same Kind to govern them.

And here the Method is — to distinguish the Rules first and principally by the different Parts of Speech to which the governing Words belong; and then to subdivide each, according as different Sorts, of the same Part of Speech, govern different Cases of a Substantive.

The Effect of this Method is, that governing Words of every Kind stand together, each Kind by itself — the pretended Benefit of which is, that, in making *Latin*, when a Substantive is to be constructed in *Case*, and we have considered what Word it depends

upon, by going to that Head of governing Words to which it belongs, we readily see the *Case* it governs, *i. e.* find the *Case* in which the Substantive must be put.

But then there is another Consequence of this Method to be considered—that the several Uses of the same *Case* of a Substantive are not seen here altogether, but lie scattered under different Kinds of Words that govern the same *Case* — which was the chief Consideration that determined me to chuse another Method — which is this —

(1) To divide *Syntax* into three general Branches, *viz.* the *Syntax* of a *Verb*, *Adjective*, and *Substantive*.

For *Syntax* being a *System* of *Rules* for applying the Accidents of declinable Words (which are *Verb*, *Substantive*, and *Adjective*) the Nature of the Thing itself points out the Method, *viz.* to put the Rules for the Use and Application of the Accidents, or various Endings, in Words of these different Parts of Speech, each by itself, under their own proper Denominations; which is the most simple and natural View of the Matter.—And then,

(2) To subdivide the *Syntax* of a Substantive, as to its *Cases*, so that the Rules belonging to each stand by themselves.

Now, to judge which is the best Method, let us compare them a little further. — The Division by *Concord* and *Government* is founded only on collateral Circumstances, consequent to the Connection of Words in a Sentence — the other represents *Syntax* under the Heads of the different Kinds of Words to be constructed, which are the proper and immediate *Objects* of it, and therefore the most simple and natural Distinction — then, under each, the Dependence is particularly considered, from which the Rules are deduced; and here the Notions of *Concord* and *Government* appear in their proper Place, which is only subordinate to the other. — It is true, indeed, that in the former Method, these different Kinds of Words are, in a manner, treated each by itself; as under the *Concords* you have the chief Part of what belongs to *Verbs* and *Adjectives*, with one general Rule for Substantives; and then, under *Government*, the particular Rules for the oblique *Cases* of a Substantive. — Yet the natural Distinction, which ought to be the most obvious, is here concealed under an artificial one; — but the great Objection is to the last part, *viz.* confounding the *Cases* in the Rules of *Government*. — And if the pretended Advantage of it, which has been already mentioned, is made an Objection to my Method, I shall now endeavour to remove it.

I own, that the Word on which a Substantive depends, must be considered in both Methods, in order to find its *Case*; and if a Learner has forgot the Rule, he must seek the governing Word among the Rules; which he cannot find in my Method by its Species, in one certain Place, as he can in the other, but must look for it under the Heads of different *Cases*, till he finds it, which seems to be more difficult than the other Method. — Here is the Objection in its full Force; but it will vanish when you consider how the Exercises for learning *Syntax* ought to be carried on — Fro
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The Rules are learned one after another, and along with every new Rule a Scholar ought to recite all the preceding, or as many of the next preceding as you think fit, till he has them fixed in his Memory; which is further promoted by this, that as nothing is brought into an Example for which he has not already learned the Rule, so with every new Rule Examples are brought in of some or all the preceding Rules. --- By which means it is manifest, he will as easily remember what Case the governing Word requires, by this Method as the other, for it must depend upon Memory at last. --- And if it be said, that the Exercises being carried on the same way in both Methods, the Effect will be the same; so that there is no Necessity of departing from the common Way; I still insist upon it, that my Method gives the most plain and natural View of *Syntax*, divided according to its proper Objects, both in general, and particularly with respect to the *Cases* of a Substantive: by which the whole is both more easily conceived and remembered.

As to the Distinction of *Concord* and *Government*, I find no fault with it, if used only subordinately; and so I have comprehended it in the following Method, by marking the Word *Concord* upon the Margin of these Rules, where it has Place, which lie immediately one after another. --- And where the Rules which fall under the Notion of *Government* begin, I have there marked them as such; and I shall afterwards show you, that all *Syntax* is properly by *Government*.

II. There is another *Method* proposed by some, for entering young Scholars upon making of *Latin*: and, as they pretend, a more easy and effectual Way of teaching them the Principles of *Latin Syntax*; which is, by the *English Signs* or *Particles* used before a Substantive --- the Want of a Particle, or the having certain Particles, being made the general Rule for putting the *Latin Substantive* in its proper *Case* --- founded upon the general Correspondence of these Particles in the *English* with the *Latin Cases*, as they are laid down in the *Accidents* --- and then shewing the Exceptions to each.

As to this Method --- seeing a Scholar must be taught the *Latin Syntax* by Examples in his Mother-tongue, to be turned into *Latin*; here is a plausible Appearance of a very natural easy Method for his finding the *Case*, into which the *Latin Substantive* is to be put. --- In Defence and Recommendation of which, an ingenious Writer tell us, that, in Despite of a Master's Teeth, a Child will make *Latin* by the Signs of *Cases*. --- It is no Wonder, indeed, that a Boy, who in learning the *Declensions*, has been taught to render the *Latin Cases* by *English Signs*, should look at these in his *English* Example, and be for making his *Latin* accordingly. --- But it is certain also, that he must be very often checked in this, else for once that he'll be in the right, he'll be ten times in the wrong --- because the Correspondence of these *Signs* with the *Latin Cases* is very limited; having manifold Exceptions; so that this Method is far from being more plain and easy than any other, as is pretended: yet the same Author says, "The Rules for Govern-

ment,

"ment, accommodated to our *English* Tongue, is so natural, plain, and easy, I wonder any should contend about it." --- I think no body ought to contend against making all the Use of *them* that can be made, agreeable to their Correspondence with the *Latin Cases* --- but the Question is, what is the best Way of making them Directions for the *Latin Cases*? and this I cannot be persuaded is the Method now mentioned --- because as it has no Advantage in Shortness, through the many Exceptions from the general Correspondence of the Signs: so these Exceptions confound and mix the *Latin Cases*, thereby destroying the Plainness and Simplicity in which the *Syntax* of *Latin* Substantives ought to appear, by shewing the principal Uses of each *Case* by itself, according to the Dependence and Connection a Substantive has with different Words in a Sentence; which is the Method I have chosen --- than which nothing can be more natural and easy --- every *Case*, and every Rule for it being brought in gradually; and by manifold Examples fixed in the Memory, and the whole System seen at last, in the most just and natural Order. -- In which, however, I have not neglected the Consideration of the *English* Signs, under their proper Limitations, by joining them with the Consideration of the governing Word.

As to the EXAMPLES of the Rules,

I have only set down as many as I thought necessary to illustrate the Rule, putting the Words constructed in their proper Accidents --- without any other Example left for a Scholar to construct, as an Exercise in the Rule --- because we are sufficiently provided with Books of *Exercises* for this Purpose: and though the Order of the Rules in these, is different from what I have used --- yet I think a Teacher, who is inclined to use this *Syntax*, may easily take out of these Exercises, the Examples answering to the Order of the following Rules --- at least so many upon every Rule, till he has gone through the whole, as may be sufficient to make a Scholar tolerably well acquainted with them, especially if he makes him go over it twice or thrice --- and then he may make him go over the whole Examples of the *Exercise Book*, as they lie. --- Mr. *Clark's Introduction* I would recommend, as easiest for this Purpose; because his Order is nearest to what I have chosen, and has a great Variety of Exercise in it. --- After this, it will not be amiss to go through *Turner's Exercises* --- and at last *Clark's Compend of the Greek and Roman Histories* --- and by this Time he will be qualified for translating *English* into *Latin*, without having the *Latin* Words given him. --- It were very proper too, that he should now have a Collection of Exercises upon the Particles --- *Lowe's* Collection is very good to begin with; and when a Scholar is well advanced, *Walker's* Particles will be very proper to be put into his Hands, for his own private Study.

Phrasology, and the Choice of proper Words, is the grand Difficulty in any Language; which is to be conquered only by much reading, and careful Observation: and if, while a Scholar is reading the *Latin* Authors, a Teacher will carefully point out to him the

the more remarkable *Phrases*, with the Propriety of Words and Expressions, and make him collect them in writing, it would be of great Service.

As for RESOLUTION and PARSING,

I shall offer no Directions about them — the first will be learned by Practice, with the Help of *English* Translations, and a Teacher's Assistance; and will soon become easy, after a Scholar is well acquainted with the Rules of *Syntax*, and not sooner. — The other is the Teacher's Business to manage, who is poorly qualified if he needs any Instruction about it. — And the Scholar, after he has been for a little Time exercised in it, by his Master's Examination, will easily know how to exercise himself in it.

As to the Length and Frequency of these Examinations, and where they are to be used, whether in his Reading Authors, or Exercises for *Syntax*, or both — every Teacher will judge for himself: I shall, perhaps, take another Opportunity of saying something particular upon this; as I doubt there is, in the common Management of it, more Time spent than is necessary.

I find it a Question too, among Teachers — at what Time it is best to begin a Scholar to the *Syntax* — whether immediately after he has learned the Accidents; or after reading Authors for some Time; or to mix these? — Every one will take his own Way in this; about which I shall declare my Sentiments elsewhere — with some Considerations about the Method of teaching this Language, so as to accommodate it to the Views and Purposes of different Scholars, by distinguishing what is necessary for every Purpose, and what is so only for particular Views; which will prevent the Loss of Time and Labour, spent about what some most probably will never have any Use for.

What remains, is to ADD

Something about the Use of the *General Rules* in the Supplement to the Accidents, for the Formation in the third Declension — the *Præter Roots* of VERBS — the PARTICIPLES — and the GENDER of SUBSTANTIVES — with the Method of learning the Exceptions.

Before a Scholar begins the *Syntax*, it is necessary he get these general Rules to recite very readily — and if he copies them out, and have them always before him, till they become familiar, it will be very useful. For declinable Words in his Exercise-book being given in their Themes, he must, in order to construct them, know the Things for which these Rules are given. — It were too much Trouble, both for him and his Master, to be asking these for every Word — which the general Rules will in a great measure prevent, and make him also better remember what they comprehend — wherefore he is to consider every declinable Word carefully, whether it falls under the general Rule or no — if it does, he has nothing to ask — if not, the Irregularity of it must be shewn him — and he ought to be made to write and collect orderly, under their proper Heads, all the Irregulars he meets with [except the few

few that are particularly set down in the *Supplement to the Accidents*, which he ought now to recite readily; or also copy them out with the *general Rules*.] — By this means a Scholar will learn the Irregularities of *Declension*, and *Conjugation*, and *Gender*, gradually and easily, without the *Plague* and *Loss* of Time occasioned by the common Grammar Rules contrived for this Purpose.

ADD — And if in the Exercise-books, those Irregulars were set down, one at least where they first occur, at the Foot of the Page — *viz.* the irregular Genitive and Gender of SUBSTANTIVES, irregular PARTICIPLES, Præters of VERBS — referring to them by a Mark or Number, from the Theme above; this would prevent all Trouble. — Also, though a Substantive be regular, yet if the Ending of the Theme belongs to different Classes, the Class ought to be marked. — And for regular Verbs, as the INFINIT. Present is the Theme to be set down, in which there is an Ambiguity when it is *ere*, let the Class be marked. — And because if set down only once, he might forget them when they occur again — he might be directed to make an alphabetical Catalogue of them, each under its own Head and Kind.

If the same were done also for the two first Authors put into a Boy's Hands, as *Cordery* and *Erasmus*, it would be very useful.

And I am further of Opinion, that if, both in these Authors and the Exercise-book, every Substantive, Adjective, and Verb, where they first occur, were set down at the Foot of the Page (the Regulars barely in their Theme) and a Boy, after he has delivered a Lesson (in either) were made to recite the *English* of these Words Vocabulary-ways, it would forward him greatly in remembering the Signification of *Latin* Words, and acquiring a *copia verborum*, much more effectually than by the common *Vocabularies*; which, for Want of any other Connection than barely being disposed under different common Heads, I have always found of very little Use to a Scholar, more than preventing his having too much idle Time upon his Hands, while he is learning the *Accidents*; and diverting his Mind a little with Variety.

OBSERVE — Another great Use of this Method of setting down the Irregularities and Ambiguities of declinable Words will be found in the Exercise of *parfing*. --- For, because of *these*, it will be impossible for a Scholar, in every Instance, to find the *Roots* by the *Part* derived from them; nor, consequently, can he then know what that Part is; so that it is unreasonable to expect that he can answer every Question in *parfing*, unless he knows already the Theme, with the Irregularity and Ambiguity of every such Word; which cannot be supposed when this Exercise of *parfing* is begun --- and therefore he must be taught these Things, in order to *parfing*. --- And this I think the most simple and easy Way of doing it.

S Y N T A X.

S E C T. I.

DEFINITIONS and DIVISION.

I. A *Sentence* is any Thought of the Mind, expressed by two or more Words joined together, as *I love Books.*

II. *Syntax* is the right ordering of Words together in a Sentence. — And more especially it is the right Use and Application of the *Accidents*, or various Endings of declinable Words.

N. B. As to the Order of *placing* Words in a Sentence, it has no certain Rules, but admits of great Variety, which must be learned chiefly by reading and Observation. --- The few Rules that Grammarians have laid down about it, I shall leave to another Work --- and recommend the Observation of them to Teachers, when they think it proper.

But the Use of the Accidents, for the most part, falls under certain Rules (though not without Variety and Exceptions --- a complete System of which belongs not to the Rudiments) and is the principal thing commonly meant by *Syntax*, though this Word of itself strictly understood, signifies only the *former*.

Answerable to this last and most essential thing, as there are three declinable Parts of Speech, so,

III. *Syntax* is divided [*most naturally*] into three Branches, *viz.* the *Syntax* of a *Verb*, *Substantive*, and *Adjective* — [i. e. Rules for the Use and Application of the Accidents, or various Endings of Words in each of these different Parts of Speech.]

But before we enter upon the Rules, a Scholar ought to be acquainted with these few

S E C T. II.

General PRINCIPLES.

I. Every Sentence consists of a *Verb*, and one Word at least which expresses its *Subject*; as, *I read.*

II. Every *Verb* is applied to some *Subject*, expressed or understood, [*which is easily discovered by this*]

RULE. — Ask *who* or *what*, before the *English Verb* — as, *who* or *what* is, does, loves, &c. — the Answer is the *Subject* — [*which is generally obvious; but the Sense and Connection of a Sentence will always discover it --- Examples of which you will find throughout, in what follows.*]

III. Every *Adjective* is applied to some *Substantive*, expressed or understood — [*which may be discovered by this*]

RULE. — Ask *what* before or after the *English Adjective*, putting *a* or *the* before it — as, *a good what?* — the Answer is the *Substantive*. [*Examples you will find afterwards*]

IV. Every *Substantive* is either the *Subject* of a *Verb*; or depends upon a *Verb*, another *Substantive*, an *Adjective*, or a *Preposition*, expressed or understood.

N. B. A Teacher will gradually observe and explain several Things as they occur, relating to the Nature of Sentences, the Subjects of Verbs, and the Application of *Adjectives*. And some Particulars, proper for the Rudiments, you will find afterwards.

S E C T. III.

RULES of SYNTAX.

Distributed into three natural BRANCHES.

B R A N C H I.

The SYNTAX of VERBS.

The Accidents of a Verb are *Mode*, *Tense*, *Number*, and *Person*.

1^o For *MODE* and *TENSE*.

RULE. — A Verb is put in that *Mode* and *Tense*, which corresponds to the *English Signs*.

[*And these a Scholar ought now to revise and have ready in Memory. --- For Examples, see the next RULE.*]

N. B. --- 1^o This Rule, in the common Method, is always supposed to be known from the *English* of the Accidents, and therefore never mentioned in *Syntax*, which is certainly a Defect; because a Beginner may not attend to it, who ought therefore at least to be put in mind of it, and a better Way for this I know not, than by putting it in a short general Rule, which makes the *System* methodical, and so far complete. --- For as the common and best Way is

first to construct the Verb in a Sentence ; so the first Enquiry about it, is --- what *Mode* and *Tense* it is to be put in? which must be found before it can be put in its *Number* and *Person*, required by the next Rule. --- And when found --- still you must wait for the Application till the next Rule is learned, which comprehends the other two Accidents of a Verb, because they are inseparable in *finite Verbs*, i. e. in the IND. SUBJ. and IMPER. Modes. --- And tho' the INFIN. has no *Persons* and *Numbers*, Examples of it cannot yet be put into a Sentence, for a Reason that will easily appear afterwards.

2^o There are many Exceptions to this Rule of the *Signs*, which, as far as the Rudiments require, will appear in a proper Place, after the Application of the *Signs* is become familiar, which is the fundamental Thing to be first exercised. --- And till these Exceptions are shewn, no Examples are to be brought in, but where the *Latin* may be truly made according to the *Signs*.

3^o The *general Rules* for the *Præters* of Verbs, and the Participles, ought now to be recited --- and Exceptions shewn to a Scholar, as they occur.

II^o For NUMBER and PERSON.

RULE. — A finite Verb must agree } FIRST
with its Subject in Number and Person. } CONCORD.
[i. e. Be put in that Ending of its Mode and Tense, found by the preceding Rule, which has the same Denomination of Number and Person with its Subject. --- The Reason of which is, because the Endings of Number and Person in the Verb are contrived to correspond to these Considerations in the Subject.]

OBSERVE,

1^o This Rule might be applied to *Verbs*, upon the bare Supposition, of a *Subject* in any *Number* and *Person*. --- But this is not enough ; for it would be doing nothing but to bid a Scholar put a Verb in a given *Number* and *Person*. --- We are now come to further Application, viz. the Construction of Words in a Sentence ; and as every Sentence consists of at least a *finite Verb* and its *Subject* ; and these have a Connection with one another, they must be considered in that Connection, which determines the Construction according to their Dependence and the Rules of *Syntax* founded upon it.

Therefore, to construct the Verb in *Number* and *Person*, it is plain a Scholar must first know the *Subject*, with its *Number* and *Person* ; because this Rule for the Verb supposes these to be known --- which are found in the *English*, by what has been already delivered upon these Heads, in their proper Places, viz. for the *Subject*, with the second *general Principle* --- for the *Person* and *Number*, in the *general Instruction* for *English Verbs*. --- But to make this easier to a Scholar, I shall here briefly exhibit them together in one View, as

SUBSIDIARY RULES to this CONCORD?

1. Ask *who* or *what* before the *Verb*; the Answer is the *Subject*.

2. *I* and *we* are the 1st Person singular and plural — *thou* and *ye*, 2d Person singular and plural; and *you* for both. — All other *Subjects* are the 3d Person, singular or plural, [according as they express one or more Things.]

Thus you have sufficient general Directions for constructing a Verb. --- Yet,

II° Before we come to Examples of the *Verb*; this is also to be considered --- that if the *Subject* of a finite Verb be a *Substantive* (for it is not always so) the Construction of the Sentence is not finished till this be put in its proper *Case* and *Number*. --- Wherefore we must either here only construct the *Verb*, and leave the Construction of that *Substantive* till we come to the *Syntax* of *Substantives* in Branch III. and there make Examples of a finite Verb, with a *Substantive* for its *Subject*; --- or --- which is more proper and convenient,

Here also must begin the Application of *Syntax* to a *Substantive* — As to which,

N. B. The Number is always plainly directed by the *English* --- and the *Case* too, in the present Circumstance, is certainly known to be the *Nominative*, when the *Subject* is 1st or 2d Person, whose Names are always *Nominative*, except *you* --- but for other Names (which all belong to the 3d Person) though they have only the *Nominative* Article or Sign --- yet this answers to different *Latin* Cases, according to their Connection in a Sentence.

Therefore you must go forward to the first particular Rule for *Case* of *Substantives*, and make a Scholar now recite it; and also the Rule for *Number*.

But as it will be better that a Scholar see all the *Rules* together, that relate to the Examples he is now to construct, I shall therefore set that Rule here also.

RULE for the **SUBJECT**. — If a *Substantive* is the *Subject* of a finite Verb, it is put in the *Nominative Case*.

N. B. --- Once for all --- that before a Scholar is put to construct Examples of declinable Words, given in their Themes in any Part of *Syntax* --- it is necessary he recite the Rule he is to apply readily and exactly --- and in this Place particularly, he ought to recite both the preceding Rules of Verbs, with the *Subsidiaries*, and also the Rule for the *Case* of the *Subject*. --- And if this be thought a burthenfome Method, I know no Remedy for it, unless the first Rule and the *Subsidiaries* be left out; of which, however, the
Learner

the LATIN TONGUE: 113

Learner must at least be put in mind, or be supposed to know and remember their Contents; which if he does, the reciting of them will be no Burthen. -- And as to the Rule for the Subject, it is as easily repeated separately as taken into the Rule for the Verb (in the common Method) against which I had particular Reasons, which you will see after the Examples.

As to the following EXAMPLES,

OBSERVE --- 1. Because the Endings of the *Latin* Verb always distinguish what *Person* it is --- and the Names of the Subject in the 1st and 2d *Person* are always *ego* or *nos*, *tu* or *vos*; these Pronouns are seldom used in *Latin* [unless it be for the sake of *Emphasis* or Distinction] --- and therefore are commonly omitted in the Examples for *Syntax*. --- Yet, I think it best to make a Scholar, at the Beginning, supply them before the Verb. --- Also, though the Subject of the 3d *Person* is most commonly expressed, yet when it is *he*, *she*, *it* --- *they*, for which the Pronoun *ille* is put in *Latin*, it is here also left out --- but may be supplied; and then it is to be put in a different *Gender*, as the *Substantive* is to which it refers --- as you will see particularly in the *Supplement to the Concords*.

2. Though the *English* be *passive* --- yet the corresponding *active* Verb is set down in the *Latin*; from which the *passive* must be derived --- the other being set down only for an Exercise to that Derivation. --- But where the *Latin* Verb is *deponent*, it has only the *passive* Form, in which a Verb being set down, this shews it to be a *deponent* or *common* Verb, answering to the *English*, whatever that be --- and these few *Latin* Verbs that signify *passively* in the *active* Form, must also be remembered.

EXAMPLES OF CONCORD I.

I read,	I wish you may do so,
<i>Ego lego.</i>	<i>Utinam ita facias.</i>
Thou dost write,	The Hares will be caught,
<i>Tu scribis.</i>	<i>Lepores capientur.</i>
The Master was teaching,	Do thou study hard,
<i>Præceptor docebat.</i>	<i>Studeto gnawiter.</i>
The Boy cried, or did cry,	Let them run,
<i>Puer fiebat, or fleuit.</i>	<i>Currunto, or currant illi.</i>
The Cock has crowed,	You had said so,
<i>Gallus cantavit.</i>	<i>Tu ita dixerat.</i>
The Dogs will bark,	He is very much loved,
<i>Canes latrabant.</i>	<i>Ille valde diligitur.</i>
If I should love,	I am cold,
<i>Si ego amarem.</i>	<i>Ego frigeo.</i>
They shall have drank,	Are not you hungry?
<i>Illi biberint.</i>	<i>Esurisne tu?</i>

REASONS against the Common Rule for CONCORD I.

That Rule is commonly expressed thus: "A *finite Verb* agrees " with its *Nominative* in *Number* and *Person*" --- where it

is either supposed to be already known that the Subject must be in the *Nominative Case*. — Or it is put here as the *Rule*, which some express thus: "Every *finite Verb* has a *Nominative* before it, with which it must agree in *Person* and *Number*:" — whereby two different Rules, one for a *Verb* and one for a *Substantive*, are jumbled together in one Rule; only because both must be constructed at the same time, to complete the Sentence; and so we never hear any more of the *Nominative Case*. — But I could not help judging it a more rational Method, to keep the Rules of every *Branch* of *Syntax* distinct and separated — and so, instead of mentioning the *Case* of a *Substantive* in a *Rule* which regards the *Verb* only, to make a separate *Observation*, that *Substantives* must now also be constructed in *Case*, and refer to the *Rule* of *Substantives* for its Construction. — Or, for the Reason mentioned, set that *Rule* here also; which is so far in its Place, as this is the first and most natural Opportunity of applying it. — Yet place it again under the Branch of *Substantives*, that all the *Rules* belonging to them may be seen together, without *Interruption*.

Another plain Reason I had for putting the Word *Subject* instead of *Nominative*, in the *Rule*, was, that the *Subject* of a *Verb* is not always a *Substantive* (of which more afterwards) so that tho' it be always of some *Number* and *Person*, it has not always a *Case* to be constructed — which then makes the mentioning a *Nominative* in the *Rule* useless; and is besides apt to puzzle a Beginner with the Notion of a *Nominative*, where he can make none without a Blunder.

OBSERVE also, that instead of a *finite Verb*, some mention only a *Verb*; which is certainly too general, because the *Rule* relates only to the *finite Modes*; as the *INFIN.* has no Distinction of *Person* and *Number*. — Others, which is more common, mention a *personal Verb* — because what they call *impersonal Verbs* have only one certain *Person* and *Number*, which cannot be mistaken. — But as many of these have also a *Subject*, expressed or understood, with whose *Person* and *Number* they agree, they are comprehended under *finite Verbs*.

BRANCH II.

SYNTAX of an ADJECTIVE.

The *Accidents* of an *Adjective* are *Gender*, *Number*, and *Case*; which are applied by this one

RULE. — An *Adjective* must agree } SECOND
with its *Substantive* in *Gender*, *Number*, } CONCORD.
and *Case*. — [i. e. be put in that Ending, which expresses the same
Case and *Number* in which the *Substantive* is put — and is of that
Gender which has the same Denomination with the *Substantive*]
whence,

N. B.

N. B. It is plain that this *Rule* supposes we know the *Substantive* to which the *Adjective* is applied, and that this is constructed in *Case* and *Number* — also that we know its *Gender*.

Therefore (1.) To know the *Substantive*, see the *Rule* added to Principle IV. or take it here again, as a

SUBSIDIARY RULE.

Ask *who* or *what* with the *Adjective*; the Answer is the *Substantive*.

(2) For the *Gender* of the *Substantive*, the *Rules* of *Gender* must be consulted. — The *general Rules* ought now to be recited; and Exceptions shewn to a Scholar, as they occur.

(3) Then, to construct the *Adjective*, first take that *Gender* of it in the *Nominative singular*, which is of the same Name with the *Substantive* — and decline it into that *Case* and *Number*, which is the same with that of the *Substantive*.

EXAMPLES,

Which are all in the *Nominative Case*, because we are no further in *Substantives*. You will find Examples in other Cases, as we proceed.

A diligent Boy soon learns,
Sedulus puer cito discit.
Honest Men will prosper,
Probi homines floreunt.

A good Advice hath always profited,
Bonum consilium semper profuit.
A flattering Speech often hurteth,
Blanda oratio saepe nocet.

N. B. Some object to the bringing in the *Rule* of *Adjectives* in this Place; that the *Syntax* of a *Substantives* in all its *Cases*, ought to be first taught; because it must be constructed before the *Adjective* can be so — and therefore they place the *Syntax* of *Adjectives* after that of the *Substantives*, that they may apply it with *Substantives* in every *Case*, without supposing what is not yet taught.

But this Objection, however it may appear at first Sight, has nothing in it. — For though this *Rule* of *Adjectives* be an indefinite *Rule* as to its *Accidents*; depending for its Application on the *Substantive* — yet, being a plain, short, general *Rule*, it is easily remembered, and carried along; to be applied gradually as we advance in the *Rules* of *Substantives*, without supposing any thing that is not yet taught. — And as this Method has been always the most common, and without any Difficulty, it is also the most useful — because Examples can thus be made through all the *Syntax* of *Substantives*, with a fuller Sentence, or more Variety of Sense, by joining *Adjectives* to them.

And as we have been obliged already to introduce the *Rule* of *Substantives* for the *Nominative Case*; so, by joining an *Adjective* to the Subject of a Verb, we may now reasonably begin the Application of the *Adjective* in that *Case*, as in the preceding Examples.

B R A N C H III.

SYNTAX of a SUBSTANTIVE.

The Accidents of a Substantive are *Number* and *Case*.

I° For NUMBER.

RULE. — It is always *singular* or *plural*, as the *English* Ending directs —

Except where either the *Latin* or *English* expresses one Thing by a plural Ending [see the following Supplement] and in some particular Phrases.

N. B. As the *Number* and *Case* are inseparable — Examples of *Number* must come in with the *Cases* — as we have already seen with the *Nominative Case* in Concord I.

II° For CASE.

GENERAL RULE by CONCORD.

A *Substantive* after a *Verb*, which applies it to the same Thing as the *Substantive* before the *Verb*, must agree with that preceding *Substantive* in *Case*. THIRD
CONCORD.

N. B. 1°. The Verbs that occasion this Concord, are (1) Verbs that signify *being*, as *esse* and *existere*, *to be*; *fieri*, *to become*. — (2) *Passive Verbs* of naming, calling, reckoning, and such like, as *nominari*, *vocari*, *existimari* — which affirm the thing signified by the former *Substantive*, *to be*, *to be called*, &c. what the other signifies. — (3) Verbs which signify any *Gesture* or *Posture* of the Body — as *incedere*, *stare*, *cubare*, &c. It will be needless to make a Scholar recite these Verbs, because the Sense will easily shew when a Verb makes the Application supposed in the Rule.

2° The preceding Substantive is supposed by this Rule to be first constructed; and then the following, depending on it by virtue of the Verb, is made to agree with it. — So that the Rule is like that of an Adjective, only an indefinite Rule, to be carried along and applied as we advance in the particular Rules for the *Cases* of a Substantive: wherefore we can apply it at present only in the *Nominative Case*, as we have already done with the Adjective. Afterwards you will find it applied in other *Cases*. — See particularly what is said about this afterwards, under the *INFIN. Mode*.

E X A M P L E S.

Modesty is an Ornament,
Modestia est ornamentum.

Cicero was reckoned a great Orator,

Cicero habebatur magnus orator.
Drunkeness

Drunkennes will be always a Re- My Father was called a good
proach, Man,
Ebrietas erit semper opprobrium. Pater meus vocabatur vir probus.

OBSERVE,

1°. In the common Method, the Concord of two Substantives is considered chiefly where they are applied to the same Thing, and joined by *Apposition*, i. e. without any Word between them — as — *Julius Cæsar* — *Cicero the Orator*. — And what I make the principal Rule and Condition of the Concord, is made either a separate Rule, or an *Appendix* to the other, as being only another Way of applying two Substantives to one Thing.

But against this, and to justify the Method I have chosen, I say — that when the two Substantives are immediately joined, there is no particular Rule necessary ; because they are only two Names for one Thing, whereof one is the principal, and the other is added to limit and explain the former, or to express some Quality or Circumstance of the same thing ; neither of which has any Dependence on the other, for its *Case*, but both depend equally on the same Circumstance or governing Word ; and the same Reason or Rule requires them both to be in the same *Case*. — So that it is a *Concord*, not by Dependence of the concurring Words upon one another, as in other Concords, but only in Consequence of a Rule that equally directs the *Case* in both ; and makes another Rule superfluous : whereas, in the other Way of applying them to one thing, by a Verb between them, a particular Rule for the Concord is necessary ; because they are not in the same Condition and Circumstance in the Sentence. — [This I find Mr. *Clark* has been aware of, and left out that common Rule.]

I must further OBSERVE, that even where two Substantives are put in *Apposition* to one another, i. e. joined together without any Word between them, another Word may be understood and supplied to join them, which the Sense will easily discover. — Thus,

Julius Cæsar (i. e. *cognominatus*, surnamed) *Cæsar*. — *Pauperies magnum opprobrium*, Poverty a great Disgrace (i. e. *pauperies existens*, being) *magnum opprobrium*. — And so, when you can supply such a connecting Word in the *English*, as *called*, *surnamed*, *reckoned*, *being*, *as*, or *as being*, between two Substantives, this always shews that they are applied to the same Thing. And because *Participles* have the same Influence in Syntax upon the depending Substantive, as their Verbs have (as you'll see more particularly afterwards) therefore even two Substantives in *Apposition* may be considered as comprehended under the present Rule, with the connecting *Participle* instead of a Verb understood. — OBSERVE also, that the Connection may be made with the Relative *qui* and the Verb — as *Julius* (*qui cognominatur* or *cognominatus est*) *Cæsar* — and then the CONCORD will be in the relative Clause, by repeating the preceding Substantive with the Relative — as *qui Julius*. — See the Construction of the Relative afterwards. —

2^o The Rule commonly given for the Case following these Verbs is extended not only to Substantives, but to Adjectives which come after the Verb, without a Substantive joined immediately with them, but referred to the preceding — by being expressed thus — “*Esse, &c.* take the same Case after them as before, applied to the same Thing.” — And so they make Examples; as, *Cicero was reckoned very eloquent, Cicero habebatur disertissimus.* — But this is jumbling the Rules of Substantives and Adjectives together — for such Examples are only a particular Circumstance in the CONCORD of an Adjective and Substantive, which I shall consider particularly in the following Supplement to the Concords.

Thus far you have seen the fundamental Rules of Syntax by CONCORD. But before we proceed to the Rules of GOVERNMENT, which comprehend the particular Rules of Substantives, it is necessary to add this

SUPPLEMENT to the CONCORDS, and the USE of MODES.

N. B. Of which it will be enough that a Scholar recite what is in larger Character and numbered with Roman Figures — the rest to be only read and explained: and indeed the whole is only an Accommodation of the general Rules to particular Circumstances; which will be easily remembered after a little Practice.

FOR CONCORD I.

1^o If a Verb is applied to two or more Substantives, coupled by the Conjunction *et, &c.* though both be singular, the Verb most commonly is plural — and in the worthiest Person of these Substantives [if they be different Persons.]

N. B. The 1st Person is the worthiest, and next to it the 2d.

EXAMPLES.

I and my Brother learn,	<i>Ego & frater meus discimus.</i>
Thou and thy Companion al-	<i>Tu & socius tuus semper gar-</i>
ways prate,	<i>ritis.</i>
The King and Queen do live,	<i>Rex & regina vivunt.</i>

N. B. (1) Sometimes the Verb is applied immediately, and agrees to one of the Substantives, and is understood to the other.

EXAMPLE.

I and you have sworn. *Ego juravi & tu, or ego & tu jurasti.*

(2) If, instead of a Conjunction, the Preposition *cum* (with its Ablative) be used, the Verb is also commonly plural, or may be singular, if the Nominative be so.

EXAMPLE.

Thou and thy Brother never read, *Tu cum fratre tuo nunquam legitis, or legis.*

2° A Verb applied to a *collective* Substantive (*i. e.* whose Signification implies a Multitude of Things) may be *singular* or *plural*.

EXAMPLE.

The Crowd rushes on, *Turba ruit, or ruunt.*

(In which last the Agreement is with the Sense, and not the grammatical Accidents.)

— Such Substantives are *populus, exercitus, civitas, &c.*

3° If a Substantive, which has a *plural* Ending, signifies one Thing, the Verb applied to it must be *singular*; as,

Athens was a very flourishing City, *Athenæ erat urbs florentissima.*

4° If another *Name* is joined with the *Pronoun* of the 1st or 2d Person, the Verb must be in the *Person* of the *Pronoun*; as,

I the King command, *Ego rex jubeo.*

Because the *Pronoun* determines the *Person* of the *Subject*.

N. B. If another *Name* is used without the *Pronoun*, and the Verb be in the 1st or 2d Person, this shews that the *Pronoun* is understood — *Johannes scripsit, i. e. ego Johannes scripsi.*

5° A Verb between two Substantives (as in Concord III.) of different Numbers, may agree with either of them.

EXAMPLE.

The Cloaths were Wool, *Vestes fuerunt, or fuit, lana.*

N. B. This happens only where the Sense is such, that either Substantive may be put for the Subject of the Verb — thus, *the Cloaths were Wool*, or *Wool was the Cloaths*. And it seems most natural to put that Substantive first, which is made the Subject of the Verb, and this immediately after it; or, if the Subject be put last, to put the Verb after it; as *vestes lana fuit*: yet this is not always strictly observed.

CONCORD II.

N. B. The *Subject* of a *finite Verb* is not always a *Substantive*, but sometimes another single Word, or a Sentence — and then it is always the 3d Person, according to the Distinction of *Persons*, already taught.

Example. *To love a grateful Man begets Love in him towards ourselves.* — Here, *to love, &c.* is the Subject of the Verb *begets*, and is the 3d Person singular, because it is neither *ego* nor *tu*; which being already taught, there was no Occasion to give a particular Rule, and a Number of Examples for this, as some have thought fit to do. — For Examples, they will occur in their proper Places, as we advance in the Rules of *Syntax*, which are necessary to be known, before we can put Examples of this in *Latin*.

1° When an Adjective is applied to the Substantive *Thing*, it is put in the neuter *Gender*, without the Substantive [*negotium (neuter) being understood.*]

EXAMPLE.

Great things are sought after, *Magna appetuntur.*

But if a Substantive is put for *thing*, *res* is used, and the Adjective agrees with it.

2° An *Adjective* is applied to a *Substantive* two Ways --- either by *Apposition* or *Reference*; and the same Rule belongs to both.

(1) By *Apposition*, *i. e.* without any Word between them, which is the most natural State of this *Concord*.

EXAMPLE.

A good Man is loved,

Bonus homo amatur.

(2.) By *Reference*, made by a Verb between them, which applies the *Adjectives* after the Verb, to the *Substantive* before it, which is its Subject. --- *N. B.* the Verb is such as mentioned in *Concord III.*

EXAMPLES.

God is to be worshiped,

Deus est colendus.

Light is pleasant,

Lux est jucunda.

Heat is troublesome,

Calor est molestus.

N. B. --- (1) If the *Adjective* has also a *Substantive* in *Apposition* with it, it must agree with this; which will always be the same Case with the former, by *Concord III.* but may be of a different *Gender*.

EXAMPLES.

Man is a reasonable Creature,

Homo est animal rationale.

Drunkenness is a base Vice,

Ebrietas est turpe vitium.

But often they are of the same *Gender*; as,

Hannibal was reckoned a crafty General.

Hannibal habebatur callidus imperator.

(2) Though no *Substantive* is put in *Apposition* with the *Adjective*, yet generally there is one understood; notwithstanding which the Adjective agrees with that before the Verb; and this too most commonly is of the same *Gender* with that understood --- and always is so, when they happen to be the same Word.

EXAMPLES.

Aristides was called the Just,

Aristides appellabatur justus

(*i. e. vir.*)

Your Opinion is false,

Tua opinio est falsa (i. e. falsa opinio.)

(3) Yet -- when *thing (negotium)* is understood, the *Adjective* may agree with the preceding *Substantive*, or be put in the neuter *Gender*, though the preceding *Substantive* be not so.

Exam. *Calor est molestus, or molestum (negotium.)*

But

But the Neuter is scarcely used, unless another *Substantive* follows the *Adjective*, and governed by it.

EXAMPLES.

Lupus est triste stabulis, rather than *tristis*.

Lux est jucundum oculis, rather than *jucunda*.

III. If an *Adjective* is applied [by *Apposition* or *Reference*] to two or more *Substantives* coupled, it is put in the *plural* Number and worthiest *Gender* of the *Substantives*. *N. B.* The masculine is the worthiest, and the next to it the feminine.

EXAMPLES by APPPOSITION.

The very famous *Tbales* and *Celeberrimi Tbales & Pythagoras* lived long, *Pythagoras vixerunt diu.*

The most illustrious *William* and *Mary* reigned jointly, *Illustriissimi Gulielmus & Maria una regnarunt.*

EXAMPLES by REFERENCE.

The King and Queen are dead, *Rex & regina sunt mortui.*

You and your Brother are idle, *Tu & frater tuus esis otiosi.*

OBSERVE, In these, and all such Examples, there is another *Substantive* understood in *Apposition* to the *Adjective* with which it concords; and which concords immediately by *Apposition* or *Reference* with the other *Substantive*.

Thus, in Example 1. *Men* is understood after *famous*. --- 2. *Princes* after *illustrious*. --- 3. *Persons* after *dead*. --- 4. *Boys* after *idle*.

EXCEPTION to the *Gender*. — If any one of the *Substantives* signifies a Thing without Life, the *Adjective* is commonly *neuter*, though none of the *Substantives* be so.

EXAMPLES.

This House and that Orchard are mine, *Hæc domus & hoc pomarium sunt mea.*

The Reason is because *negotia* (*things*) is understood as referring to *House* and *Orchard*.

The King and the Crown had been missing, *Rex & corona fuerant desiderata (i. e. negotia.)*

4^o If the *Adjective* is applied to a *collective Substantive*, it may be put in the plural. And if things of a different *Gender* are comprehended under the *Substantive*, the *Adjective* must be in the worthiest *Gender*.

EXAMPLES.

The Army mutinying, revolted, *Exercitus tumultuans defecit, or tumultuantes defecerunt.*

The,

The whole City pouring out, *Universa civitas effusa acclamavit, or effusi acclamarunt.*

Where *civitas* comprehending Men and Women, the Adjective is put in the masculine, as the worthiest Gender.

5^o An *Adjective* between two *Substantives* of different Gender, may agree with either.

N. B. This happens commonly when it is the *PARTICIPLE* of a Verb of calling, &c. joined to the Verb *esse*, which applies it in some Manner to both.

EXAMPLE.

Every Error is not called, or *Non omnis error dictus, or dicta, to be called, Folly, dicendus, or dicenda est stultitia.*

N. B. There is another Circumstance of an Adjective between two *Substantives*, which you'll see under the Government of the Genitive Case.

6^o For the Relative PRONOUN *qui*.

This is an *Adjective*, and concords with some *Substantive*, as other Adjectives do: but the *Substantive* is not commonly joined after it by *Apposition*; yet it is to be found in the preceding Part of the Sentence (most commonly.) — Hence the *Relative* is so called, because it refers to that preceding *Substantive*, which, for this Reason, is called the *Antecedent* (to the *Relative*) — Wherefore to construct the *Relative*, take this

SUBSIDIARY RULE.

Find the *Antecedent* in *English* — [*which the Sense will easily discover*] — Join this after the *English Relative* — and find [*by the Rules of Substantives*] what Case it must be in, if so joined in the *Latin* — [*which will often be different from what it has where it stands before*] — then put the *Latin Negative* in the same Gender, Number, and Case.

N. B. In order to join the *Antecedent* to the *Relative* in *English*, if this be *who* or *that*, put *which* for it.

EXAMPLES.

The Man is wise who (or that) *Vir sapit qui caute loquitur.*
speaks cautiously,

Here the *Antecedent* is plainly *Man*, which, joined with the *Relative*, makes (by the *N. B.*) — *which Man speaks cautiously*; and being the Subject of the Verb *speaks*, is the *Nominative*, and so the *Latin Relative* is put in the *Nominative singular, masculine Gender*, to agree with *vir* understood — as if it were *qui vir loquitur caute*.

The Wife is good who never *Uxor est bona, quæ nunquam scolds, rixatur.*

Examples in other Cases you will find afterwards.

Further

FURTHER HELPS.

1° As to finding the *Antecedent* — If the *Substantive* immediately before the *Relative* is the *Antecedent*, it will evidently appear to be so; as, *God who created the World, preserves it.* — But if there be any other Words between them, from which a Difficulty can possibly arise, then —

If the *Relative* be *who*, *whom*, or *whose*, take it in an *interrogative* Sense with the Words following — and the Answer to the Question shews the *Antecedent* — so in the preceding Example ask *who speaks cautiously?* the Answer is plainly *Man*, and this is the *Antecedent*.

But if the *Relative* be *which* or *that*, put the Question by *what*. Example. *The Tree is good, which (or that) beareth plentifully* — ask *what beareth?* the Answer is, *the Tree* — *arbor est bona quæ affatim parit.*

Also OBSERVE, if *he* or *she* be the *Antecedent*; then, because some Adjective-pronoun, as *ille* or *illa*, is the *Latin* for them, therefore *vir* or *fæmina*, or the Name of some other *Male* or *Female*, to which *he* or *she* refers, is understood as the proper *Antecedent* in *Latin*, because *he*, *she*, always imply another *Substantive*.

2° The *Antecedent* is not always a *Substantive*, but sometimes an *Infinitive* or a *Sentence*; and it must be repeated with the *Relative*, by the Word *Thing*; and then the *Relative* is the neuter *Gender*, in *Latin*, *negotium* being understood after it. Example. *I spoke plainly, which happened well*; *Locutus sum aperte, quod bene accidit*: i. e. *which thing? speaking plainly.*

3° As to finding the *Case* — OBSERVE, the *Antecedent* repeated is either the *Subject* of the following *finite Verb*, and so is the *Nominative*; or it depends upon a *Preposition* before it, or some Word (*Verb*, *Substantive*, or *Adjective*) following it; and so must be in that *Case* which the *Preposition*, or Word following, governs.

4° At last OBSERVE, the *Antecedent* is always in one Clause (which is the *principal*) and the *Relative* in another (which is *dependent*) and a Scholar ought to be taught to distinguish them; especially because the *relative Clause* often comes in between two Parts of the *antecedent Clause*.

Example. *The World which God created, demonstrates his Being.* Here — *the World demonstrates his Being*, is the *antecedent Clause*; and, *which God made*, is the *relative Clause*.

OBSERVE,

1° Grammarians have thought fit to make a fourth CONCORD of the *Relative* and *Antecedent*, as if it were different from that of an *Adjective* and *Substantive*; for this Reason only, because, though the *Relative* must always agree with the *Antecedent* in *Gender* and *Number*; yet these being in different Clauses, or Members of the whole complex Sentence, they cannot always agree in *Case*; and when they do, it is by Accident, as they happen to be in the same

Circumstances

Circumstances and Connection in their different Clauses, which does not always happen — and their Rule is this,

“ The *Relative* agrees with its *Antecedent* in Gender and Number, and is the *Nominative* to the following Verb, if there is no *Nominative* between them; else it is of that *Case* which the *Preposition* before it, or the *Verb*, *Substantive*, or *Adjective* following it, governs.”

This Rule, I own, is plain enough — but yet, to make a different Concord of the *Relative* and *Antecedent*, is unnatural, and without any good Reason or just Foundation; for it is not a complete Concord, as it is so in Gender and Number only, and so they are obliged to send a Scholar elsewhere for the *Case* of the *Relative*; whereas the *Antecedent* is naturally understood after the *Relative* in the same Clause [and so is often joined after it in *Latin*, by the best Writers] and with this, so placed, it has its natural and complete Concord, according to the general Rule of *Adjectives*; and accordingly some, who give this Rule, advise us also to use a Scholar with supplying the *Antecedent* after the *Relative*. — Then, this Method had no Advantage in Plainness and Shortness; for by it the *Antecedent* must be found, and the Rule for the *Case* of a *Substantive* consulted, which is all that the preceding Rule requires; which makes the Construction of the *Relative*, as it really is, only a particular Circumstance of an *Adjective* and *Substantive* conformed. And for the particular Helps I have added, they are as necessary with the one Rule as with the other, the 3d of which is a Part of the last Rule, which was necessary, because without it there would be no Direction for the *Case* of the *Relative*.

Yet, if any body prefers this Rule to the former, I shall not obstinately dispute it, provided they do not consider it as a Concord different from that of an *Adjective* and *Substantive*.

2^o Some also make two more CONCORDS, one of the *interrogative* and *responsive* Words; and another of two *Modes*, when the Verbs are coupled by a Conjunction: but these are idle and superfluous — for the Agreement of *Case* in the one, and of *Mode* in the other, is only the Application of the same Rule to the two Words, in two different Sentences, whose Circumstances fall under the same Rule.

Example 1. *Who speaks? I. Quis loquitur? ego.*

Here *quis* and *ego* are in different Sentences, *loquitur* being plainly understood after *ego*, which is therefore *Nominative*, for the same Reason as *quis* is, and not because this is so.

2. *John writes and speaks. Johannes scribit & loquitur.*

Here also are two Sentences, *Johannes* being understood immediately before *loquitur*; and both Verbs are in the same Mode, not because they are coupled by the Conjunction, but because the same Mode is designed to be expressed by both Verbs — which is not always so; and then the Modes differ, as,

John laughs now, and will presently weep. — Johannes nunc ridet, & flebit statim.

Now, might they not, with as much Reason, have made another Concord of two Substantives, and one also of two Adjectives,

tives, when they agree in Case, with a Conjunction between them, as, *Petrus & Johannes scribunt.* — *Tu es doctus & sapiens.* — Tho' these depend neither upon one another for their Agreement; nor upon the Conjunction, except so far as it shews that they are applied to the same Verb or Substantive (which, for Brevity, is only once set down) and for this Reason only they happen to be of the same Case.

— So idly busy have some Grammarians been.

3^o Some make but two Concords; bringing what I make the third, under the Notion of Government, *i. e.* they consider the last of the two Substantives as governed by the Verb between them — And if they have any particular Reason for doing so, it can be no other than this --- because in other Concords there is no other Word necessary to shew the Connection between the two concurring Words, which their bare *Apposition* to one another does. --- And for this Reason an ingenious Author brings, among the Rules of Government, the Concord of two Substantives, that stand in Apposition to one another --- though here I think neither of them can be said to govern the other, both depending equally on the same Rule and Circumstances. --- And for the other, I shall only say, that since there is such a Distinction in *Syntax* as *Concord* and *Government*, it is most natural to consider this Construction as a *Concord* — besides, though the Verb makes the Application, or shews that the two Substantives are applied to one thing, yet this Application is what properly requires their being put in the same *Case*.

However, the thing is quite indifferent as to Practice. — And to conclude, I shall

ADD this GENERAL OBSERVATION — that all *Syntax* may be properly considered as *Government*, which signifies the Influence (naturally, or by Use) that one Word has to make another, depending on it be put in certain Accidents, and the Concord as being only the particular Effect of that Dependence. — So the Subject of a finite Verb governs the *Number* and *Person* of it, *i. e.* requires it to be in the same *Number* and *Person*. — So also a Substantive governs its Adjective, requiring it to be put in the same Gender, Number, and Case; which in fact are Concords but required or governed by the directing Word. — And we may OBSERVE too, that a *finite Verb* and a *Nominative Case* mutually govern one another, *i. e.* when a finite Verb is applied to a Substantive, as its Subject, this must be the Nominative; and if the Substantive, which is the Subject of a Verb, is put in the Nominative, the Verb must be finite: so that either of these two being determined, it determines the other. — Yet, as the Verb is the principal Word in the Sentence, the *Mode* is the thing always first determined, according as the Circumstances of a particular *Mode* is designed to be expressed: and though in every complete Sentence there must be a finite Verb, yet in some dependent Sentences, the Mode may be finite, or *infinitive*, which makes room for Choice, as you'll see afterwards.

III. Of the USE of MODES and TENSES.

I° For the INDICATIVE and SUBJUNCTIVE.

To what I have already said about the promiscuous Use of the Modes and Tenses, at the End of ART. II. CHAP. IV. (CONJUGATION OF VERBS) — I shall here add only these few things.

The simple Præter of the *English*, or with the Signs of the *Imperfect* INDIC. (DID, WAS) corresponds to the LATIN *Imperfect* or *Perfect*. Exception: the Present PARTICIPLE in *ing*, follows *was*; then it is always the *Imperfect* — And a Scholar ought now to be acquainted with the particular Explication of the *Modes and Tenses*, CHAP. IV. ART. I.

The Present SUBJ. is sometimes used for the INDIC. Future, especially in Interrogatives — and for the IMP. Mode.

HAD is sometimes the Sign of the IND. Perfect — and the SUBJ. Pluperfect. — *Should* and *would*, Signs of the SUBJ. Present.

MAY : — *should have* and *might have* ; of the SUBJ. Perfect.

Generally, where one *English* Sign is used in the Sense of another, the *Latin* of that other is used. — Thus, *shall* for *shall have* — *had* for *would have*.

For *may*, *can*, *might*, *could*, *should*, *would*, before another Verb, are often used particular Verbs, viz. *possum*, *volo*, *debeo*.

But these, and many other things, where the *Modes and Tenses*, with the Application of the *English* Signs to the *Latin*, are promiscuously used, depend so much on Custom, or particular Circumstances, that it were endless to be particular about them. — Practice in reading *Latin* will, from the Sense and Connection of a Discourse, teach this most effectually. — For particular Helps, I have already recommended *Turner's Exercises*, to which you may add *Ruddiman's Remarks on the Correspondence of the English Signs with the Latin Tenses*.

I must not, however, omit to

OBSERVE, That certain ADVERBS and CONJUNCTIONS require after them the SUBJ. Mode, though there be no Sign of it in the *English* — as, *ut*, *quo*, *licet*, *ne*, *dummodo*, &c.

The INDIC. also follows Adverbs and Conjunctions.

Also the same Particles, in the same or different Senses, take sometimes the INDIC. and sometimes the SUBJ.

In the second Volume I shall be more particular about these things, and here leave them to the Skill of the Teacher, to observe and explain gradually.

II° For the INFINITIVE Mode.

Though this be generally known by its proper Signs, *to* and *to have*, &c. — yet where these Signs are in the *English*, the *Latin* is not always the INF. and often where the *English* is not the INF. the *Latin* is.

The

The Use of the INF. in *Latin*, whether the *English* has the Sign of it, or no, is all comprehended in this

R U L E.

A Verb [*in the English*] alone, or joined with other Words expressing the *Subject* of another VERB, or something that depends upon it [i. e. *answers what, after it.*] — is made by the INF. [*in the Latin*] — and its Subject in the Accusative Case — [*where it is applied to a particular Subject, and this a Substantive.*]

N. B. To make Examples sufficient to illustrate this Rule, there is a Necessity to bring in *Cases*, whose Use has not been yet taught. — But it is not to be here required of a Scholar, to construct the whole — only to make him understand the present Rule, and apply it afterwards as he advances in Syntax, where such Examples are to be brought in gradually. — And for the following Observations, let them be read and explained when you think proper.

E X A M P L E S.

- | | |
|---|--|
| 1. To speak is not always safe, | <i>Loqui non est semper tutum.</i> |
| 2. To love God is profitable
for Men, | <i>Amare Deum prodest hominibus.</i> |
| 3. I desire to learn, | <i>Cupio discere.</i> |
| 4. <i>James</i> wishes to be gone, | <i>Jacobus optat abire.</i> |
| 5. I am glad that you are well, | <i>Gaudeo te bene valere.</i> |
| 6. I heard your Brother has
been sick, | <i>Audiavi fratrem tuum ægrotasse.</i> |
| 7. Do you think I lie? | <i>Credis me mentiri?</i> |
| 8. I command that you be silent, | <i>Jubeo te tacere.</i> |

O B S E R V E,

1° When the Conjunction *that* is before the depending Verb, it is a Sign of this Construction — and though it be sometimes left out, the Sense will shew where it may be supplied.

Thus — *Do you think I lie, or that I lie.*

2° This Construction with the INF. after another Verb, may be, and often is, resolved into the Conjunction *quod* or *ut* (for *that*) with the finite Verb — as, *gaudeo quod tu bene valet* — *jubeo ut taceas.*

But, according to the Signification of the preceding Verb, the INF. or FIN. Mode is more common — Nor are *quod* and *ut* always used indifferently. — N. B. These things belong to *Phraseology*, or Choice of Expression; rather than Syntax; and must be learned by Practice, or some further Helps, which are not proper for the *Rudiments*.

3° When the Verb in the INF. has another Subject than that of the Verb it depends upon, it is always set down. — But if both have the same Subject, it is often omitted before the INF. both in *English*

lish and *Latin*, especially if the preceding Verb be 1st or 2d Person, and sometimes the 3d.

— Though here it is to be understood in the Accusative before the INF. as — *Cupio (me) discere*, I desire that I may learn.

Jacobus optat (se) abire, That he may be gone.

4^o Though the Subject of the INF. Verb be properly the Accusative; yet if the Verb it depends upon governs another Case of a Substantive, which is also the Subject of the INF. Verb, it is most commonly put in that Case, and the Accusative omitted, or both set down — *also* that Case may be omitted, and the Accusative set down (though this is rarely done) then if it is the 3d Person, and either both set down, or the Accusative understood, it is repeated, or understood, by a Pronoun.

Example. *He ordered his Soldiers to feign a Flight. Præcepit militibus simulare fugam, or se (eos) simulare* — more rarely *præcepit milites simulare*.

Here it is proper to

ADD

What I referred to this Place, from CONCORD III.

If the Verb in that Concord be the INF. Mode, and the preceding Verb, which makes it so, governs another Case than the Accusative, of what is also the Subject of that INFIN. the Word following it may concord with that Case, or be the Accusative to concord with this Case of the Subject understood.

Example. *He commanded his Men to be ready. Imperavit suis (i. e. militibus) esse paratis, or esse paratos*, to agree with *se* or *eos* understood.

It hurts no body to be learned. Nocet nemini esse docto, or doctum — though *N. B.* here the INF. itself belongs to the Subject of the preceding Verb.

But if the preceding Verb governs no Case, the Substantive following the INF. may concord with the Subject of that Verb — or be the Accusative.

Exam. *Petrus cupit, or dicitur, esse vir doctus, or virum doctum*.

Other Ways of rendering the *English* INFINITIVE into *LATIN*.

N. B. Here also I have been obliged to bring in Cases not yet taught — but the whole may be left to the last.

As the Future PARTICIPLES and the Supine are englished the same way as the INF. — so *this* must often be rendered by *these*.

PARTICULARLY,

I. After the *English* Verb *to be*, in the INDICAT. — by the Future PARTICIPLE [*active or passive, as the English INF. is.*]

Example. *What are you to write (i. e. going, or about to write;) quid tu scripturus es.*

The Boy is to be admonished; Puer est monendus.

N. B. (1) When the INF. is active, and both Verbs depend upon another Verb, which requires the INF. after it, (by the preceding Rule) then it is the INF. Future, and the PARTICIPLE is joined to the INF. *esse*, which makes the INF. Future.

Example. *I believe you are to go away to-morrow; Credo te abiturum esse cras.*

And thus also it is to be made, were the English in the IND. Future — *I believe you will go away* — because *Design* or *Purpose* is implied; which is always made by the Future PARTICIPLE.

But here, if Necessity or Duty is implied, the Accusative Gerund, with the INF. *esse*, is to be used.

Example. *My Father says I am to go away to-morrow (i. e. that I must go away;)* Pater dicit abeundum esse mihi [see Dative after the Gerund.]

Yet, if it is considered as expressing barely, *that I will go away*, then it is *me abiturum esse*.

(2) Again, if the English INF. be passive, and *Merit* or *Deserving* implied, both also depending upon another Verb, as before — the Future passive is used with *esse* —

Example. *I am of Opinion that you are (i. e. deserve) to be chastised; Censeo te castigandum esse.*

But — *castigatum iri*, when it signifies (or is expressed simply) *you will be chastised*.

II. The INFINITIVE active after *Substantives* and *Adjectives*, is made by the INFINITIVE; but more elegantly by the *Genitive Gerund*.

EXAMPLES.

It is Time to dine,

Tempus est prandere, or prandendi.

Desirous to learn,

Cupidus discere, or discendi.

N. B. It is needless to show the particular Substantive and Adjective that make this Construction, because the Rule is general, if an INF. follows them. — I shall only say, the Adjectives are generally such as govern a Genitive. (See Genitive.)

Except Adjectives that govern a Dative (see the Dative) though the INF. be used, yet rather the Dative Gerund, or the Accusative with the Preposition *ad*.

Example. *He is ready to fight; Paratus est pugnare — pugnando, or ad pugnandum (for fighting.)*

III. The INFINITIVE passive, after certain *Adjectives*, is made by the second Supine.

EXAMPLE.

It is difficult to be said (or to say),

Durum, or difficile, est dictu.

IV. The INFINITIVE, signifying the End [especially after a Verb of Motion] is made by the INFINITIVE, but more commonly and elegantly by *ut*, or the Relative *qui* (referring to a Person) with the finite Verb,

or the first Supine, or *ad* with the Accusative Gerund.

EXAMPLES.

I sent my Son to tell you,

Misi filium ut, or qui, diceret tibi, or dictum tibi.

He sent Ambassadors to sue for a Peace,

Misi legatos ut, or qui, supplicarent, or supplicatum, or ad supplicandum, pacem.

But these different ways are not used indifferently.

RESOLUTION of the GERUND.

OBSERVE, If the Verb be *transitive*, then for the GERUND is elegantly put the PARTICIPLE in *du* [called here the Gerundive] concurring with the Substantive following — which is always the Accusative (as well as the Gerund) because the Verb is transitive, (see General OBSERVATIONS after the ABLATIVE.) But not always the same Gender and Number.

Thus in the last Example, it is *ad supplicandum pacem*, or *ad supplicandam pacem* — Also *ad supplicandum auxilia*, or *supplicanda auxilia*.

N. B. The Resolution of the GERUND transitive into the GERUNDIVE is made, whatever other Case the Gerund be. — But then the following Substantive must be put in the Case of the Gerund, and the Gerundive in the Number and Gender of that Substantive.

EXAMPLE.

The Hopes of defeating the Enemy prevailed.

Spes profligandi hostes, or profligandorum hostium, prevailuit.

PARTICULAR RULES for the Cases of a Substantive by GOVERNMENT.

I° For the NOMINATIVE.

RULE. — If a Substantive be the Subject of a finite Verb, it is put in the Nominative Case.

Examples you have seen already in Concord II. where I introduced this Rule; because there it fell naturally to be first applied — and have placed it here also, that the Syntax of a Substantive may all appear together.

N. B. Taking in the general Rule by Concord, you see all the Uses of the Nominative Case, which may be expressed briefly thus,

The Nominative is either the Subject of a finite Verb, or concurs with it by a Verb between them.

II° For

II° For the VOCATIVE.

This *Cafe* commonly stands by itself absolutely, without any Connection, because it is only used to call upon one, that he may know you are going to speak to him. — But, considered more strictly, it is the Subject of the Verb, *audire*, *attendere*, in the Imperative Mode. — Thus

Johannes audi, or *attende* ; or *tu Johannes audi* — *vos pueri audite*, or *attendite*.

As to the remaining *Cases*,

OBSERVE, I have not followed the common Order of them, as they stand in the *Declensions*, which was there a Matter of Indifference : but in Syntax another Order is more convenient, for the sake of learning these *Cases* first that have fewest Rules, or least Variety in their Syntax ; which being therefore easily remembered, we can by this means make Examples in what follows more full, without anticipating the Rules. — For this Reason I have put the Ablative first, though only in its most general Rule ; leaving other things to another Place, as being only Supplements to it — then the Accusative, the Genitive, and Dative.

Before we proceed to the other *Cases*, mind these

GENERAL OBSERVATIONS.

1. When a *Substantive* depends upon a PARTICIPLE, GERUND, or SUPINE, these, because of their Signification and Connection with the VERB, have the same Influence in governing as their Verbs have, *i. e.* govern the same *Cafe* of the *Substantive* depending upon them. — But the first considered as an *Adjective*, and the others as *Substantives*, concord and are governed as other *Adjectives* and *Substantives*, with such Limitations and Exceptions as are particularly marked afterwards. — This easy general Observation makes any particular Rule for these unnecessary.

2. There is a various Construction in the governing Influence of some Verbs and Adjectives, owing partly to Use, when there appears no particular Reason for it ; but chiefly to the various Signification of the same Word, which makes it govern different *Cases*. — And though I have proposed to shew all the Uses of the same *Cafe* together ; yet this various Construction makes it impossible, without tedious and needless Repetition ; therefore, when the same Word governs different *Cases*, I have set it only under one of them, *viz.* that which Words of that Kind most commonly govern ; shewing also the other ; and referring from the one to the other, whereby all the Uses of the same *Cafe* are easily brought to one View.

Also — The Government of a *Cafe* is often by some Word omitted.

To be very particular about these things is not to be expected in the Rudiments ; as a Teacher will mark and explain them as they occur, and he thinks proper, till a more complete System of Syntax is fit to be put into a Scholar's Hands. I shall, however, shew such of them as are most common.

III^o For the ABLATIVE.

GENERAL RULE. — A *Substantive* is put in the *Ablative*, when it is governed by, *i. e.* depends upon These *Prepositions* before it, *viz.* *a, ab (abs, absque) cum, coram, clam, de, e, ex, pro, præ, palam, sine, tenus.*

E X A M P L E S.

Good Men are loved by the	<i>Boni homines amantur à bonis.</i>
Good,	
I speak concerning you,	<i>Loquor de te.</i>
I will fight for my Country,	<i>Pugnabo pro patria.</i>
We appeared before the King,	<i>Comparebamur coram rege.</i>
Nothing avails without Industry,	<i>Nil valet sine solertia.</i>

OBSERVE, It is a Principle with Grammarians, that the *Ablative* is governed by no Word but a *Preposition* — yet it is often used immediately after other Words without a *Preposition*; but there is always a *Preposition* understood (or supposed to be so) which is commonly found in the *English*, though not used in the *Latin*: therefore what more is necessary for the *ABLATIVE* is only to shew in what Circumstances the *Preposition* is most commonly, and therefore best, left out in the *Latin* (for sometimes it is used by good Authors.) These Rules I shall afterwards deliver by themselves, as Supplements to the *ABLATIVE*, when we have gone through the fundamental Rules of the other Cases. — And then, if you join these with the present Rule, which is fundamental for the *ABLATIVE*, you see all its Uses.

GENERAL OBSERVATION about PREPOSITIONS.

In making *Latin, i. e.* turning *English* into *Latin*, there is some Difficulty in the Use of *Prepositions*; not as to the Case which a *Latin* *Preposition* governs, which is fixed, except in a few, that you'll see under the *Accusative*; but in the Choice of it, occasioned by this, that the same *English* *Preposition* has various *Latin* ones answering to it; as some *Latin* *Prepositions* have also various Significations in *English*. — As to the Choice, it must be learned first by Practice, or some further Helps, shewing the various Significations of *Prepositions*. — But for the *Rudiments*, and general Rules of Syntax, it is enough to know what Case a *Preposition* governs; yet I shall shew some Particulars of this in what follows. — The common *English* of the *Latin* *Prepositions* is to be found in every Vocabulary.

ADD for INTERJECTIONS and ADVERBS.

They are found before different Cases, without any other governing Word, and are therefore said to govern such Cases. — But there is always some Word understood, which governs the Case.

Thus

Thus we have the Interjections *ô, heu, proh*, before the Nominative, Vocative, and Accusative; *heus, obe*, before a Vocative — *hei, ve*, a Dative, &c.

And the Adverbs *en, ecce*, before a Nominative or Accusative.

I put these things here as Generals, rather than have them to mention under the several Cases.

Except some Adverbs which are particularly mentioned with the GENITIVE, for another Reason.

IV° For the ACCUSATIVE.

RULES.—A *Substantive* is put in the *Accusative Case*, after certain Verbs and Prepositions.

1° When it depends upon a *transitive Verb* — [which is commonly known by its answering what or whom, after the Verb, and no Preposition, or Sign of a Case, before the Substantive. — Except a, an, or the, which belong to the Accusative — though they are also the Nominative.]

2° When it depends upon these *Prepositions*, *ad, apud, ante*, &c.

N. B. These *Prepositions* that govern the *Accusative* are all that do not govern the *Ablative*. And as these last are fewer than the other, I have put the *Ablative* before the *Accusative* — because its *Prepositions* being recited and remembered, a Scholar needs not recite those that govern the *Accusative*, as he'll know them by their not belonging to the *Ablative*. — Yet he must

OBSERVE, That these, *in, sub, and super*, govern both the *Accusative* and *Ablative*, in different Circumstances and Significations.

3° When it is the *Subject* of a Verb in the *INFINIT. Mode*.

N. B. How the *INFIN. Mode* is peculiarly used, you have seen above.

E X A M P L E S.

1° God created the World,	<i>Deus creavit mundum.</i>
The Romans conquered Gaul,	<i>Romani vicerunt Galliam.</i>
Virtue alone makes a Man happy,	<i>Virtus sola efficit hominem beatum.</i>
A virtuous Wife loves her Husband,	<i>Uxor proba amat maritum suum.</i>
2° He is just gone to the Market,	<i>Modo ivit ad forum.</i>
Men act dishonestly through Avarice,	<i>Homines improbe agunt per avaritiam.</i>
I'll come before Dinner,	<i>Veniam ante prandium.</i>
He is wicked who fights against his Country,	<i>Malus est qui pugnat adversus patriam suam.</i>

3^o I believe that all men are Sioners, *Credo omnes esse peccatores.*

Who would think that you loved Books? *Quis putaret te amare libros?*

OBSERVE, *in*, *sub*, and *super* take the Accusative, when they come after Verbs of Motion to a Place — also *in*, signifying against, towards, &c. whose Latin Prepositions govern the Accusative.

E X A M P L E S.

He is gone into the Church, *Ixit in templum.*
It is wicked to sin against God, *Scelestum est peccare in Deum.*
He drives the Cattle under the Mountains, *Agit pecora sub montes.*

But when Motion in a Place, or any other Circumstance, is signified, *in* and *sub* govern the Ablative; and *super*, the Accusative or Ablative.

E X A M P L E S.

He runs about in the School, *Discurrit in schola.*
You are in great Danger, *Verjaris in magno periculo.*

N. B. If the Preposition that governs a Substantive after a Verb is compounded with the Verb, it is often left out before the Verb, as,

Let us go to School, *Adeamus scholam.*
Let us go out of the House, *Exeamus domo.*

ADD for the ACCUSATIVES after VERBS and PREPOSITIONS.

1^o.

Among *transitive Verbs* are reckoned several *Impersonals*, because they take the Accusative of *that* which answers *whom* after *them*. — But as most of them are *engliſhed* personally (*i. e.* by the *Nominative* of *what* is the *Accusative* in *Latin*) it is necessary to shew them here particularly — which are these;

1. *Delectat, decet, juvat, oportet.*

E X A M P L E S.

Delectat me, It delighteth me, *Decet te*, It becomes thee.
or I delight. *Oportet me*, It behoves me.
Juvat me, It pleaseth, or pro-
fiteth me.

N. B. These have always an *INF.* or a Sentence, after the Accusative, for their grammatical Subject — as, *Delectat me studere*; *It delighteth me to study.*

2. *Miseret, pœnitet, pudet, piget, tædet.*

E X A M P L E S.

Miseret, or *miserescit*, me, It pitieth me, or I pity. *Pudet me*, I am ashamed.
Pœnitet me, It repenteth me, or I repent. *Piget me*, it irketh me.
Tædet me, I am weary.

which are all variously engliſhed.

N. B.

N. B. These also may have an *IMP.* or a Sentence for their grammatical Subject, as *pœnitēt me peccasse.* — But it is more commonly a Substantive in the Genitive, with another understood; for which see that Case.

Some other Verbs govern the Accusative as Transitives, but more commonly the Genitive. See that Case below.

II^o.

The Signification of many Verbs is such as brings two Substantives after them—one of which has a more immediate Dependence upon it than the other — and is always put in the Accusative Case, by the Rule of Transitives—but the other falls under various Rules, and so is put in different Cases.

The Sense and Connection will easily distinguish the two Substantives, the former of which, for the most part, comes next the Verb in *English*.

Such as make the remote Substantive the Genitive, Dative, or Ablative, will be seen under these Cases. — But as some of them make this also the Accusative, though here too there be a various Construction, I shall exhibit them in this Place --- which are these,

Celare, rogare, docere, vestire,

And others of a Signification like or near to these.

EXAMPLES.

Celas me solem,

You hide the Sun from me.

Rogabo patrem veniam,

I'll ask leave of my Father.

Docceo puerum grammaticam,

I teach the Boy Grammar.

Vestit se linteum.

He clothes himself with Linen.

But the remote Substantive has more commonly another Construction, which I'll shew here, rather than under the several Cases it belongs to, that it may be seen altogether; and refer to this from the following Rules.

Thus --- *Celas solem à me,* or *mibi solem.* (See the Dative.)

Rogabo veniam à patre, or *patris veniam.* (See the Genitive.)

Docceo puerum in grammaticam, or *grammaticum puero.* (See the Dative.)

Vestit se lintro (see the Ablative without a Preposition) --- but *induere,* to put on, and *exuere* to put off, take also the Accusative of the thing and the Dative --- *Induit sibi tunicam;* He puts on his Coat, or he puts a Coat on himself. (See Dative.)

Other Constructions of these you'll find in reading, and a few other Verbs with two Accusatives --- some of which are taken Notice of afterwards.

III^o.

When the Accusative is governed by *ad*, this is sometimes left out; of which see Examples afterwards --- where I have placed this and some other things, concerning governing Words, left out under some following Rules, along with the Rules for the Prepositions of the Ablative left out, because they fell there naturally under certain Heads; where there is a various Construction (in which the Ablative is concerned) — the putting of which together will make

them be more easily remembered than scattering them in the Place to which they properly belong; from which I shall refer to this.

GENERAL OBSERVATION for the Case after PASSIVE VERBS.

If only one Substantive comes after a transitive Verb, its *Passive* takes that for its Subject, and the Subject of the former is put in the *Ablative*, with *a*, or *ab*, as the Sense plainly directs.

EXAMPLES.

Petrus legit libros,

Peter reads Books.

Libri leguntur à Petro,

Books are read by Peter.

But if two Substantives come after the *Active*, its *Passive* takes one of them (which the Sense will easily shew) for its Subject; and the other in the same Case as after the *Active*.

EXAMPLES.

Ego accuso te furti,

I accuse thee of Theft.

Tu accusaris à me furti,

Thou art accused by me of Theft.

V° For the GENITIVE.

A Substantive is put in the Genitive Case,

GENERAL RULE, { When it has the Sign of before it,
from the ENGLISH. { or is the *English Genitive* — [i. e.
when it has an 's (commonly apostrophied) after it, unless this be the plural Number, which the Sense will easily distinguish.]

EXAMPLES,

The Word of God, or God's Word,

Verbum Dei.

Desirous of Learning,

Cupidus doctrinæ.

N. B. If the *English Genitive* is used, or can be put instead of the *of*, with good Sense, it is never connected with any Word but another Substantive, and then the *Latin* must be the Genitive. — But with *of* before it, may be connected after an *Adjective* or a *Verb*; and though it be then generally the *Genitive*, yet not always — therefore the following particular Rules are necessary to shew after what Words it is the *Genitive*, whether it has *of* before it, or no; as after some of them it has not, though it has after many of them; and indeed there is no need to mention any but those after which the Substantive does not take the *of*. I shall, however, set down what are commonly given, as Words governing this Case — but first I'll deliver some particular Exceptions to the preceding Rule.

EXCEPTIONS.

Where *of* before a Substantive is not the *Genitive Sign*, but answers to a *Latin Preposition* — of the *Ablative Case*.

1. When

1. When *of* signifies *about* or *concerning*, it is made by *de*.

2. When it signifies *from*, it is made by *a*, *ab*, or *de*.

3. When it signifies *out of*, it is made by *e*, *ex*, or *de*.

EXAMPLES.

This is the Book *of* which I spoke, *Hic est liber de quo locutus sum.*

The Man *of* whom I heard it, *Vir a, or de, quo audiui.*

The Statues were *of* Marble, *Statuæ erant e marmore.*

You shall obtain nothing *of* me, *De me nihil impetrabis.*

N. B. The Genitive is also used when *of* signifies *concerning*, after certain Verbs — see below.

PARTICULAR RULES.

By the Government of another Substantive, an Adjective, or a Verb.

I. When it depends upon another *Substantive*, signifying a different thing.

N. B. In which Case the *English* has always *of* before it, or is the *English* Genitive. — Where OBSERVE also, that if it have *of*, it follows the other Substantive; but the *English* Genitive is put before the other.

EXAMPLES.

The Love of Money hurts many, *Amor pecuniæ lædit multos.*

Chastity is the Glory of Women, *Castitas est decus sæminarum.*

God's Commandments are righteous, *Præcepta Dei sunt recta.*

N. B. If the latter Substantive has an Adjective applied to it (in Apposition) signifying *Praise* or *Dispraise*, or more generally when *of* is in the Sense of *having*, *with*, or *endowed with*, it is put in the Genitive, or the Ablative.

Exam. *A Boy of a good Disposition; Puer probæ indolis, or proba indole — (i. e. having, &c. a good Disposition.)*

II. When it follows certain *Adjectives*, viz.

(1°) *Adjectives* that signify or imply any *Affection* of the Mind — [most of which are Verbals, i. e. derived from a Verb] — with Verbals in *am* and *ns*.

N. B. These Adjectives are such as signify *Desire*, *Knowledge*, *Care*, *Fear*, *Memory*, *Innocence*, *Prodigality*, &c. — and their Contraries

Contraries — where most commonly the Substantive has of before it.

(2°) *Partitive Adjectives* — or used *partitively* — [so called because they refer to a Part of many, i. e. one or more of a greater Number.]

N. B. These Adjectives are either *Interrogatives*, as *quis, uter* — *Indefinites* — *alter, quidam, quisque, nullus, neuter, solus, &c.* --- *Numerals*, as *unus, duo, primus, &c.* --- *Comparatives* and *Superlatives*.

Which being all often used in *Concord*, with a following Substantive; *Comparatives* and *Superlatives* also with the *Ablative* (see particular Rules of the *Ablative*.) --- Their *partitive* Use is known by the following Substantive having *of* before it, in the Sense of *out of*, or *among*, which are also used instead of the *of*, and then --- N. B. in both Cases may be used the *Genitive*, or the *Latin* Prepositions *de, e, ex*, and *inter*, answering to *out of* and *among*, with the *Case* that these govern.

(3°) *Adjectives of Quantity*, and *Pronouns* — put in the neuter Gender and singular Number.

N. B. These are *tantum, quantum, multum, plus, plurimum* --- *quid, id, &c.* which instead of concurring with the following Substantive, as naturally they ought to do, govern it in the *Genitive*, as if they were Substantives, and thence are said to be used substantively; and by some looked upon in this Construction as Substantives. --- But others consider them as Adjectives, with *negotium* understood. --- Mind also that they are so used only where they are in the *Nominative* for *Accusative*.

N. B. Some other Adjectives take a *Genitive*, but more commonly the *Ablative*, See that *Case*.

EXAMPLES.

1° Cicero was too fond of Praise,	<i>Cicero erat nimis avidus laudis.</i>
Live mindful of old Age,	<i>Vive memor senectutis.</i>
Time is a Consumer of things,	<i>Tempus edax rerum.</i>
I am conscious of no Fault,	<i>Conscius sum nullius culpe.</i>
He is skilful of his Trade,	<i>Peritus est artis sue.</i>
A Lover of Learning will become learned,	<i>Amans literarum doctus evadef.</i>

N. B. Verbals in *ns* are the *Present PARTICIPLE*, when used as a Substantive, without regard to any Time.

2° Which of you will sing?	<i>Quis vestrum cantabit?</i>
He only of them all returned,	<i>Ille solus omnium rediit.</i>
The Elder of the Brothers is sick.	<i>Senior fratrum aegrotat.</i>
The other Thief escaped me,	<i>Alter furum effugit me.</i>
One of the Ambassadors refused the Offer,	<i>Unus legatorum conditionem respuit.</i>

The

The Lion is the strongest of Animals, *Leo est fortissimus animalium, or fortissimum.*

N. B. When the Adjective is after *esse*, &c. between two Substantives, whereof the last comprehends the first, it may be in the Gender of either --- if put in the Gender of the last, this is understood in Concord with it --- as, *fortissimum animal (omnium) animalium.*

3^o How much Money have you? *Quantum pecuniæ habes?*
 More Wine is wanting, *Plus vini deest.*
 What News do you bring? *Quid novæ rei affert.*
 That Advice will never please, *Id consilii nunquam placebit.*

III. When it follows certain Verbs --- as

(1^o) *Esse* --- implying Possession, Property, or Duty ---

[i. e. when it is put for *belonging to*, which is sometimes put in the English; or when the Substantives of Possession, Property, Duty, and such like are joined with the Verb in English, which naturally governs this Genitive; but as these are commonly left out in Latin, the Verb is said to govern the Genitive.

N. B. The possessive Pronouns, *my*, &c. are used in English for the Genitive of *me*, whose Sense they bear; and the Latin is accordingly made by the corresponding Adjective *meum*, &c. with the Substantive understood or expressed.

(2^o) *Satagere, miserere, miseresce* --- *meminisse, reminisci, recordari, oblivisci* [the last four take the Genitive or Accusative, but the Genitive more commonly.]

(3^o) *Reserre* and *interesse*, used impersonally in the Sense of *it concerns* or *imports*.

Except --- instead of the Genitives *mei, tui*, &c. are to be used *mea, tua, sua, nostra, vestra*, [which some reckon the Ablative singular, feminine; others, more reasonably the Accusative plural, neuter.]

(4^o) After the Verbs *to accuse, condemn, absolve, or acquit* --- *warn* or *admonish*, and such like.

N. B. It is the Substantive of *Crime, Fault*, or the Name of a particular Crime, and the thing of which one is *warned*, that is put in the Genitive, before which *of* is commonly in the English --- for the Verbs being transitive, govern also the Accusative of the Person accused, &c. which is placed next after them.

--- This Genitive is put sometimes in the Ablative. See that Case below.

EXAMPLES.

1^o This Horse is my Brother's, *Hic equus est fratris mei.*
 It belongs to the King to pardon, *Est regis ignoscere.*
 It is my part to take care of that, *Meum est id procurare.*
 It is the Temper of Boys to love play, *Est puerorum amare lulum.*

2° I have enough of my own to mind,

I pity you from my Heart,
That concerns not me,
It imports you to be diligent,

3° It concerns all to be wise,
Virtue is the greatest Interest
of Men,

Do you remember the Lesson?

He had forgot his Promise,

4° Do you accuse me of Theft?
I am cleared, or acquit, of
that Crime,

He was condemned for a Murder,

I warn you of the Danger,
He admonished me of my Duty,

Satago rerum mearum.

Miseror tui ex animo.

Hoc non mea refert.

Vestra refert esse sedulos.

Refert omnium sapere.

Virtus maxime interest hominum.

Recordaris lectionis, or lectionem?

Oblitus fuerat promissi, or promissum.

Num accusas me furti?

Absolutus sum ejus criminis.

Damnatus fuit homicidii.

Moneo te periculi.

Monuit me officii.

N. B. These take also the ABLATIVE, with or without a Preposition — as, *accusor de furto* — *absolveris eo crimine* — *monuit me de officio* — and *moneo* also the Accusative of a Pronoun-adjective, without a Substantive; as, *id te moneo*; I warn, or admonish, you of that.

OBSERVE, *Of* is a Part of the Signification of some Verbs, and no Sign of a Genitive; as, *I am afraid of Punishment*; *timeo supplicium* — *Beware of Anger*; *cave iram*, i. e. avoid Anger.

But both these Verbs have various Constructions. See above — *procurare id*.

ADDITION

For the Genitive after VERBS — and some ADVERBS.

1° After Verbs of *valuing* and *esteeming*, and the Verbs *to buy* or *sell*, the *Value* or *Estimation* is often expressed indefinitely by Adjectives of Quantity, without a Substantive, which are put in the Genitive, as — *quanti*, *tanti*, *magni*, *parvi*, &c. and such like.

EXAMPLES.

For how much did you buy that? *Quanti emisisti hoc?*

I reckon that little worth, or of small Value, *Parvi hoc habeo, or estimo.*

N. B. They are also put in the Ablative. See that Case below. And — *valeo* takes also an Accusative of such Words — as *quantum valet* — *non tantum valet*.

Sometimes these Substantives are so used in the Genitive — *nibili*, *flocci*, *nauci*, &c. to signify a very small or no Value.

EXAMPLE.

I value your Threats nothing, not a Pin. *Nibili facio minas tuas.*

But

the LATIN TONGUE: 141

But a particular *Price* or *Value* is otherwise constructed, for which see the **ABLATIVE** below.

N. B. *Potiri* takes the **Genitive** or **Ablative**. See it under the **ABLATIVE**.

Some *Adverbs* of *Time*, and *Place*, and *Quantity*, govern the **Genitive** — as if they were *Substantives*:

E X A M P L E S.

Where in all the Earth, or in what Part of the Earth,	<i>Ubi terrarum.</i>
In every Part of the Earth,	<i>Ubique terrarum.</i>
The Day before that Day.	<i>Pridie illius diei.</i>
Enough of Wine,	<i>Sat, or satis vini.</i>

N. B. — As to the two former, the Expression is a mere *Idiom*, in which the *Adverb* is used as a *Substantive*, because it implies one. — But *sat* or *satis*, though it seems sometimes to be used adverbially, yet it is really a *Substantive*, at least has the Signification of a *Substantive* and *Adjective* united — *i. e.* *sufficiens quantitas* — and hence *satagere* (*i. e.* *agere sat* or *satis*) governs the **Genitive**, by virtue of *sat*.

Also *Adverbs* derived from *Adjectives* that govern a **Genitive**, govern the same Case.

Example. *Elegantissime omnium*, The most elegant of all.

OBSERVE, *Miseret*, *miserescit*, *pœnitet*, *puget*, *taedet*, are said to govern two Cases; the **Accusative** of the Person who pities, repents, &c. and the **Genitive** of the Person or Thing pitied, &c.

Example. *Miseret me tui*, I pity you. — *Pœnitet me peccati*, I repent of Sin.

But the **Accusative** only is the proper Government of these Verbs, the **Genitive** being the grammatical Subject, with which some **Nominative** is understood to govern it — as *conditio tui* for *conditio tua*; *res peccati* for *peccatum*, &c.

VI° For the DATIVE.

A *Substantive* is put in the *Dative Case*,

GENERAL RULE { When it has, or may take, the
from the **ENGLISH** { Sign *to* or *for* before it. — And is
more particularly the *Person* or *Thing*, *to* or *for* which
any thing *is* or *is done*, that is signified by the preceding
Word with which it is connected — [Answer me (*to*
me) this Question; Respondeas mihi — from whence this is called
the **DATIVE** by Acquisition.]

E X A M P L E S.

Give good Counsel to a Friend,	<i>Da bonum consilium amico.</i>
Do good to all Men,	<i>Benefacito omnibus.</i>

Praise

Praise is due to Virtue,
I have paid you (*i. e.* to you)
what I owed you.

*Laus debetur virtuti.
Solvit tibi quod debui.*

Do not tell me (*or to me*) Lies.
Rewards are provided for the
Good,

*Ne dicas mihi mendacia.
Præmia parantur bonis.*

Vice is hurtful both to Soul
and Body,
God is kind to every Creature.

*Vitium est nocivum & animæ
& corpōri.
Deus est benignus cuicque crea-
turæ.*

Knowledge is profitable for
Life,

Scientia est utilis vitæ.

War is ruinous to, or for the
Commonwealth,

*Bellum est perniciosum reipub-
licæ.*

OBSERVE,

The Sign of the Dative is often left out in the *English*, where it may be supplied without changing any thing in the Expression, as will be easily perceived by the *Sense* — Example. *I gave you a Book, Dedi tibi librum (i. e. to you.)*

Sometimes it is *implied*, yet cannot be brought in without changing the *Phrase*, though the *Sense* be still the same.

Example. *I hurt no Man, or I do Hurt to no Man; Noceo nemini. A good King favours (i. e. shews, or bears favour, or is favourable to) the Good; Bonus rex favet bonis.*

But many times the Dative is to be used where the Sign is not, nor can be supplied, either simply, or by changing the *Phrase*; and is often used where there are other Signs. — And lastly, *to* and *for* are not always Signs of the Dative. — These things make the Dative the most difficult Case. — I shall first shew the principal Exceptions to the Signs — and then the several Kinds of Words that govern the Dative, with or without the Sign, or with different Signs.

EXCEPTIONS,

Where *to* or *for* are not Dative Signs, but answer to a *Latin* Preposition of some other Case.

1^o To

Is made by *ad*, with the Accusative, after Verbs or Adjectives signifying or implying *Motion* — or *Tendency* to a thing.

(1^o) EXAMPLES of VERBS.

He led the Army to Battle,
You have come late to School
to-day,

*Duxit exercitum ad prælium,
Sero venisti ad (or in) scholam
hodie.*

I sent my Son to the Town,

Misi filium ad urbem.

But, *mittere* takes also the Dative, especially of a Person — as, *misi ad patrem, or patri, epistolam.*

Also — sometimes the Preposition before the Accusative is left out, as has been observed under the Accusative.

OBSERVE,

Under this Exception come several other Verbs, which are considered as implying Motion, or Tendency to a thing — such as — *to call, invite, apply, provoke or challenge, allure or entice, conduce, exhort or encourage, tend, belong or appertain, avail, incline, incite or stir up* — and such like, which must be learned by reading. — And some too take the Dative, or *ad* — some also take *in*.

EXAMPLES.

He called me to Prayers,	<i>Vocavit me ad preces.</i>
He provoked me to Anger,	<i>Impulit me ad iram.</i>
He enticed the Maid to Lewd- ness,	<i>Allicuit virginem ad stuprum.</i>
That belongs to me,	<i>Hoc pertinet ad me.</i>

(2^o) Examples of Adjectives. — *Inclined to Anger*; *proclivis ad iram* — and so after *pronus, propensus, velox, piger, aptus, &c.* and their Contraries — which are also found with the Dative (though not so commonly) — and sometimes with *in* and the Accusative — also *aptus* with the Dative, or *ad*, indifferently — as *aptus bello, or ad bellum*.

II^o For

(1) Is made by *pro* when it signifies *instead, or in place of* [i. e. denoting the Exchange of one Person or Thing for another.]

EXAMPLES.

It is not fair to punish the Son for the Father,	<i>Non æquum est punire filium pro patre.</i>
I will sing for you (i. e. in your stead)	<i>Cantabo pro te.</i>

But if *for* signifies simply *at your Desire, or to please you*, it is *cantabo tibi*.

I gave my Coat for a Cloak, *Dedi tunicam pro pallio.*

N. B. *For* before the Price or Valuation of a thing, is made another way. — See above under the Genitive, and afterwards under the Ablative.

(2) Is made by *ob* or *propter* — when it signifies *because of* [or shows the Reason.]

Example. He obeys for Fear; *Paret ob, or propter, metum*; or also *metu*. See Ablative without a Preposition.

You shall have a Reward for this Service; *Feres præmium ob hoc officium, or pro* — because there is an Exchange implied.

(3) Is

(3) Is made by *ad* or *in*, when it signifies *in order to* [or *shows the End or Use.*]

E X A M P L E S.

He raised Forces for the Gallic War,

Contraxit copias ad bellum Gallicum; also ad or in usum belli Gallici.

Laws are made for the Use and Advantage of Men,

Leges conditæ sunt ad, or in, usum & utilitatem hominum.

He had now provided every thing for a March,

Jam paraverat omnia ad processionem.

Here are two small Fishes for Supper,

Hic sunt duo pisciculi in carnem.

You were born for my Ruin,

Natus eras ad, or in, perniciem meam.

OBSERVE, *For* is also rendered by other Prepositions, as *præ, de, e, ex, and per*, or *in* when it does not signify the End — These will occur in reading, and some Examples you'll find afterwards. — Also *for* is made by an Accusative, with *ad* expressed or understood, in other Circumstances, particularly that of Time, as you'll see below.

At last OBSERVE, that *for* is Part of the Signification of some Verbs, as — *Expectavi fratrem meum hic diu; I have waited for my Brother here a long while. He who cares for (takes care of, or regards) the Body only, is mad; Qui curat corpus solummodo, insanit.*

PARTICULAR RULES by a governing *Verb* or *Adjective*,
[many of which fall plainly under the General Rule.]

I. When it follows certain *Verbs*.

N. B. Many of them are followed by two Substantives, one of which they govern in the Accusative, by the Rule of *Transitives*, and the other is the Dative; the Sense will easily distinguish them.

1^o *Verbs* that signify *giving, promising, answering, and comparing* [where *to* always is, or may be, supplied before the Substantive.]

E X A M P L E S.

I gave you my Book,

Dedi tibi librum meum.

The Master promised me a Reward,

Præceptor pollicitus est mihi præmium.

Answer me this Question,

Respondeas mihi hanc questionem.

If you compare *Virgil* to *Homer*,

Si compares Virgilium Homero, N. B. also cum Homero — ad Homerum.

Also — *to deny, (or refuse) to take from, or away* [i. e. away from — from being commonly omitted, and also the thing from which, but easily understood by the Sense.]

Do

the LATIN TONGUE.

[A]

Do you deny me so small a Matter? *Negas mihi tantillam rem?*

The Rogue took from me a Shilling, *Nebulo abstulit mihi solidum.*

2° Verbs that signify or imply *pleasing* or *profiting*, and their Contraries.

As — *to please, profit* — particularly *to help, spare, forgive, favour, indulge, flatter, congratulate, obey, believe, trust or credit, shew, persuade, counsel, command, threaten, be angry, submit or yield, lend, impute, &c.* — their Contraries are easily known.

Also Verbs compounded with *satis, bene, and male.*

N. B. Most Verbs in this and the preceding Article have several Latin Verbs answering to them, or to other English Verbs of the like Signification.

Exceptions. — *Offendo, lædo, juvo, jubeo, guberno, rego,* take the Accusative.

E X A M P L E S.

Please all Men,	<i>Omnibus placeto.</i>
That profiteth me nothing,	<i>Hoc nihil prodest mihi.</i>
Forgive me this Fault,	<i>Condone mihi hanc culpam.</i>
Obeys your Parents,	<i>Obedit parentibus.</i>
I believe you in this Saying,	<i>Credo tibi in hoc dicto.</i>
He ever helps the Needy,	<i>Semper opitulatur egenis.</i>
I flatter no body,	<i>Nemini adulator.</i>
My Father is angry with me,	<i>Pater irascitur mihi.</i>

3° Many Verbs compounded with these ten Prepositions, *ad, ante, con, in, inter, ob, post, præ, sub, super,*

E X A M P L E S.

Mix Diversion with your Labours,	<i>Interpone gaudia curis (Dat.)</i>
If the Master comes upon us,	<i>Si præceptor superveniat nobis.</i>
Do you mock me?	<i>Illudis mihi?</i>
He got me before me in the Race,	<i>Antevertit mihi in cursu.</i>
He surpasses me in every thing,	<i>Antecellit mihi (or me) in omnibus.</i>

OBSERVE, (1) *Ad, con, in, ob, sub,* commonly change *d, n, b,* into the Consonant with which the simple Verb begins — as, *accido, illudo, offero, occurro, suppono.*
ad — in — ob — sub —

Other Variations you'll find in reading.

(2) This is a very uncertain Rule, as it holds only in some of these Verbs, that have also a various Construction, which must therefore be learned by Practice and Observation; but many of them fall under the preceding Rule, which will determine the Case.

— But,

5 New RUDIMENTS of

N. B. *Occurrere*, to meet, or prevent, and any Expression in that Sense, as *ira obviam*, always govern the Dative.

4° After *esse* — (1.) when it is used for *habere*, to have [as it often is with Elegance] — and then,

N. B. The Accusative after *habere* is the Nominative to *esse*; and the Nominative to *habere* the Dative after *esse*, which in this Construction is always the 3d Person in a finite Mode.

Deesse, to want, is used in the same Manner.

EXAMPLES.

I have a kind Father, *Est mihi benignus pater.*
You want many things, *Desunt tibi plurima.*

(2) *Esse* takes sometimes after it two Datives [one of the Person or Thing to which --- and the other of that Thing, which a third Thing (the Subject of the Verb) is said to be, or bring to the first.]

EXAMPLES.

It is a Pleasure to me to read, *Est mihi voluptati legere.*
Vice is a Reproach to Men, *Vitium est probro hominibus.*

N. B. The last Dative may be resolved into the Nominative or the Accusative after *afferre*, to bring (though this is not always so elegant) as --- *legere est voluptas mihi*, or *affert mihi voluptatem*, --- [whence *esse* is said to be put for *afferre*] or may be resolved into the Ablative, with the Preposition *pro*, as *pro voluptate*, for a Pleasure.

N. B. Also --- this Construction with two Datives is used after *dare*, *tribuere*, *vertere*, *ducere*, *habere*, in the Sense of to impute, or ascribe to, or esteem -- as

Example. *Do (duco, &c.) hoc tibi vitio* (or in *vitium*, *pro vitio*) I impute that to you as, or for, a Fault --- or I blame you for that, or I reckon that a Fault in you.

Also --- *dare* in its own proper Sense --- as, *do tibi hunc librum muneri*; I give you this Book as a Gift.

ADDITION.

(1) All Impersonals (except those mentioned under the Accusative and Genitive) govern a Dative; but this is by the general Rule, or the second particular Rule.

Example. *Contigit mihi*; it happened to me, or I happened. --- *Si placet tibi*; if you please, or if it please you, or is pleasant to you. --- See what is said about passive Impersonals.

(2) The Gerund in *dum* with *esse* (which always implies Necessity or Duty) takes the Dative after it --- [of the Person upon whom the Duty or Necessity lies.]

Example. *Moriendum est mihi*; I must die. *Scribendum est tibi*; you must write.

N. B. This may be reckoned under *esse*, for *habere*. --- Thus --- *I have the Necessity of dying upon me.* --- *You have the Duty, or Business*

finest of writing upon you, --- And may be resolved into oportet me mori --- te scribere.

(3) The Name of the Agent after a passive Verb, is sometimes the Dative, but this chiefly by the Poets --- more commonly it is the Ablative, with the Preposition *a, ab*; as --- *non diligitur ulli, or ab ullo*; *he is loved by no body, or desirable to no body; no body loves him.*

N. B. Under this may be brought Verbals in *bilis* (in the passive Sense) and *dus*, which govern the Dative, or the Ablative with *a* or *ab*.

Example. *Amabilis, or amandus omnibus* (Dat.) or *ab omnibus*.

II. When it comes after ADJECTIVES signifying Profit, Pleasure, Likeness, Fitness, and their Contraries.

N. B. Where commonly *to* or *for* is or may be supplied before the depending Substantive, unless a Preposition is to be used, as in the Exceptions to the general Rule.

EXAMPLES.

Good Arts are useful to the Public, *Bonæ artes sunt utiles, or utilia, reipublicæ.*

Virtue in a Son is pleasant to a Father, *Probitas in filio est jucundum patri.*

A malicious Man is like the Devil, *Malignus homo similis est diabolo.*

A Man of Courage is fit for War, *Vir fortis aptus est bello, or ad bellum.*

It is safe, or convenient, for me to say nothing, *Tutum, or commodum, est mihi tacere.*

N. B. Many other Adjectives take a Dative, and some a Dative or Genitive, in different Significations.

VII. PARTICULAR RULES for the ABLATIVE without a Preposition.

See what I have already observed about this, after the General Rule for the Ablative by a Preposition.

The ABLATIVE is used without a Preposition

After certain VERBS and ADJECTIVES --- or when the Substantive is of a particular kind as to its Signification --- or put absolutely.

1º After VERBS.

1º Verbs of Plenty and Want --- such as --- *to abound, fill, load, --- and their Contraries --- to want, empty, spoil, &c.*

N. B. The Preposition in English will shew the Word that is the Ablative --- for some of them govern also an Accusative, as Transitives.

E X A M P L E S.

He flows in Riches,	<i>Abundat divitiis.</i>
The Ship is loaded with Wine,	<i>Navis oneratur vino.</i>
I robbed him of his Money,	<i>Spoliavi eum pecunia.</i>
You have filled yourself with	<i>Explevisti te cibo.</i>
Meat,	
He wants, or needs, much Help.	<i>Caret, eget, multo auxilio.</i>

N. B. *Ego* is found with the Genitive.

2^o These particular Verbs --- *utor, fruor, fungor, potior, and vescor* --- also *gaudeo, glorior, dignor, beo, fido, muto, dono, munero, communico, impertio* --- or, *afficia, prosequor, nitor, lætor, exulto, &c.*

E X A M P L E S.

Use my Sword,	<i>Utere gladio meo.</i>
You enjoy many Advantages,	<i>Frueris, or potiris, multis commodis.</i>
He glories in his Wickedness,	<i>Gloriatur nequitia sua.</i>
He discharges his Duty very well,	<i>Optime fungitur officio.</i>
I reckon you worthy of Honour,	<i>Dignor te honore, i. e. habeo te dignum honore. See Adjectives.</i>
I will change my Coat for a Cloak.	<i>Mutabo tunicam pallio.</i>
I am in Possession of my Father's House,	<i>Potior paterna domo.</i>
To do one a great Kindness,	<i>Prosequi aliquem magno beneficio.</i>
I am glad of your Happiness,	<i>Lætor tua felicitate (or de.)</i>

O B S E R V E,

1. Most of these have various Construction, either by *Use*, or the different Signification in which they are used — so,

Donavi fratrem veste, or fratri vestem.

Impertio fratri consilium meum, or fratrem consilio meo (Ablat.)

Fidere & niti h. sta (Ablat.) to trust in, or to, his Spear. — And bastæ (Dat.) to lean upon. — But fidere for credere takes the Dative.

Vesci carne, to feed upon Flesh — carnem, to eat Flesh — and vesci aliquem carne, to feed anyone upon, or with, Flesh.

2. The first four, *utor, &c.* are found in good Authors with the Accusative, and this seems to be the most natural Construction (as it is also after *carco* and *egco*, in the former Article) these Verbs being all Transitives — for which the Ablative has come in by corrupt Use (a thing common enough in Language) to which a Preposition cannot be applied with any tolerable Sense; though the Grammarians pretend to do it. *Potior* is also used with the Genitive, when it signifies to get a thing into one's Power or Possession, as — *potiri rerum, hostium, &c.*

II° After ADJECTIVES.

1° *Dignus, indignus* — which also govern the Genitive, but more commonly the Ablative. — And these — *præditus, captus, contentus, extorris, profugus, frætus, letus, superbus* — also *natus, ortus*, and others of like Signification, i. e. *sprung*, or *descended from*.

2° Adjectives signifying or implying *Plenty or Want* — such as — *plenus, gravidus, refertus, dives, uber* — *vacuus, orbis, nudus, liber, pauper, &c.*

Also — *opus* and *usus*, for *Need*.

N. B. *Plenus* governs also a Genitive. — *Compos, impos*, and *indigus* most commonly the Genitive. — Others take also the Genitive, but rather the Ablative.

3° The *Comparative Degree* — [where *than* before a thing, to which another is compared, is the *Sign* of this *Ablative*, which may be resolved into *quam*, with the Nominative.

EXAMPLES.

1° You are worthy of Praise,
He is endowed with many
good Talents,

Dignus es laude (or laudis.)
Præditus est multis virtutibus.

My Brother is seized with a
Fever,

Frater meus captus est febris.

Who is contented with little,
is happy,

Qui contentus est parvo, satius est.

A Man proud of his Wealth,
is not to be endured,

Homo superbus divitiis, non ferendus est.

It by no means becomes one
sprung from the Dregs of the
People, to be proud,

Minime decet natum (ortum, &c.) infima plebe, superbare.

2° Full of Chinks,

Plenus rimarum, or rimis.
Nubes gravis sunt pluvia.

The Clouds are heavy with
Rain,

A Man in his Senses,

Homo compos mentis.

A Man wanting every thing,

Inops omnium.

Rich in Lands,

Dives agris.

Stuffed with Money,

Refertus pecunia.

Void of Care,

Vacuus curis.

I need a Book,

Opus est mihi libro.

3° You are more learned *than* I
(am.)

Tu es doctior me, or doctior quam ego (sum) or præ me.

Sampson was stronger *thn* *Her-
cules*,

Sampson erat fortior Hercule.

III° From certain Circumstances in the Signification of the SUB-
STANTIVE itself,

1° When it expresses (1) The *Instrument* [with which any thing is done.] — (2) The *Cause* [for which.] — (3) The *Manner* [in which.]

140 New RUDIMENTS of

which.] — (4) The *Means* [by which.] — (5) The *Respect* [wherein.] — (6) The *Part* [of Body or Mind] *affected*.

E X A M P L E S.

(1) He beat me with a Staff, <i>Percussit me baculo.</i> (2) You ran away for Fear, <i>Metu aufugisti.</i> (3) He treats every body with Courtesy, <i>Tra&at omnes multa comitate.</i> (4) You shall get nothing of me by	Flattery and wheedling Speeches, <i>Nil à me impetrabis adulatio- ne & blandis sermonibus.</i> (5) He outdoes me in Wicked- ness, <i>Vincit me nequitia.</i> (6) Being wounded in the Head, he fell, <i>Vulneratus capite, cecidit.</i>
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2^o When it expresses — (1) *Time*, answering *when*, or *how long*, [but the last is most commonly the *Accusative*, with *per* understood] (2) *Price* [*i. e.* a particular Price, and sometimes when it is indefinite.] — (3) *Dimension* [*i. e.* the Measure of Length or Distance, Breadth, Height, Depth, Thickness — which is most commonly the *Accusative*, with *ad* understood] and the *Measure of Excess* [always the *Ablative*.] — (4) Name of a *Town* — from whence, by or through which — also *where*, *at*, or *in*; which, if it be the third Declension, or the plural Number — but otherwise the *Genitive*. — And,

N. B. The *Town* to which [*i. e.* after a Verb of Motion] is put in the *Accusative*, with *ad* understood.

ADD — *domus* (for *home*) and *rus*, are constructed like the Name of a *Town*.

E X A M P L E S.

(1) I think you dine at three o' Clock, <i>Credo quod tu prandes hora ter- tia.</i> I staid there six Days. <i>Mansi illic (per) sex dies, or sex diebus.</i> (2) I bought this Book for ten Pence, <i>Emi hunc librum decem assibus.</i> This Man sold his Country for Gold, <i>Vendidit hic patriam auro.</i> How much did that Horse cost you? <i>Quanto (pretio) constitit tibi</i>	<i>bic equus?</i> — or <i>quanti</i> — see <i>Genitive.</i> (3) Six Feet high, broad, &c. <i>(Ad) sex pedes, or sex pedibus altus, &c.</i> London is distant from <i>Edin- burgh</i> four hundred Miles. <i>Londinium distat (ab) Edin- burgo quadringentis milliaribus, or (ad) quadringenta milliaria.</i> Your Estate exceeds mine ten Talents. <i>Res tua excedit meam decem ta- lentis.</i> You are taller than I by three Inches. <i>Tu es procerior me tribus digitis.</i> (4) Whence
--	--

the LATIN TONGUE

(4)

Whence come you? from London.

don.

Unde venis? Londino.

I dwell at London,

Habito Londini.

So — Manet domi, Eo domum, Veni domo.

— rure, — rus, — rare.

N. B. A few other Words implying Place where, Genitive, as *militiæ, belli, bumi, &c.*

He was

Paris.

Natus est

Paris.

I am going

Proficiscor Romam.

IV^o The ABLATIVE Absolute.

RULE. — When a **SUBSTANTIVE** has a **PARTICIPLE** joined with it in the *Present* or *Præter* Tense, and depends upon the other Word, it is put in the **ABLATIVE** [which is called absolute, because of the supposed Independence — for a Preposition may be supplied, to govern it, as cum, sub, a, or ab, according to the Sense.]

N. B. 1. Sometimes the **PARTICIPLE** is understood, which is then always *ens* or *existens*.

2. The common Signs of this Ablative — in the *English* — *being, having, after, when*; if the **PARTICIPLE** is passive, or the Verb be the *Præter* *whilst* (for as long as) or *when*, if it be active, and here also without any Sign.

3. Though the Expression be *active*, yet if there is a *Nominative* before it, which is also the Subject of another following Verb, the *Latin* uses the *Præter* **PARTICIPLE**, which is passive (because the former Sense may be changed into the latter.) — But here if the Verb be deponent transitive, the **PARTICIPLE** may be constructed with that *Nominative*. See the Examples.

4. This Construction by the **PARTICIPLE** may be resolved into the finite Verb, with the Particles *cum, dum, quando, postquam*.

E X A M P L E S.

When Anne reigned the French were beat,

(Cum) Anna regnante, Galli prostrigati sunt — or Dum Anna regnarat.

The Sun rising (or when the Sun riseth) the Stars disappear,

Soli oriens, stellæ evanescent (ubi or cum sol oritur.)

Our Task being finished (or seeing our Task is finished) let us play,

Penso peracto, ludamus.

Whilst Elizabeth reigned England flourished,

(Sub) Elizabethæ regnante, Anglia floruit.

That happened when I was a Boy,

Hoc accidit me (existente) puero.

As long as (or whilst) Cæsar commanded, the Romans conquered,

Cæsare duce, Romani vicerunt.

Having

RUDIMENTS, &c.

he had) said
these things
ted,

His dictis, abiit;

ng (for hav-
tance, dismiss-

*Rex, promissis auxiliis, dimisit
legatos,*

utting (or after
ff the Enemies
ed their Country,

*Cæsar, deletis hostium copiis,
invasit eorum fines (or cum—post-
quam, deleverat — also post de-
letas hostium copias.*

After the King's Death, the
Kingdom was harassed with War,

*(A) rege mortuo, regnum bello
vexatum est — or post regem mor-
tuum.*

General encouraging (or
encouraged) his Soldiers,
the Signal to be given

*Imperator, hortatis militibus (or
hortatus milites) jussit signum da-
ri pugnae.*

for

F I N I S.

